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ABSTRACT

This is a summary of 30 recent graduate studies in terms of (1) problem statement, (2) procedure description, and (3) significant findings. Most of the studies deal with the junior college student, and include reading achievement levels and scholastic performance, achievement and retention effects of course load requirements, and attitudes toward the open-door philosophy. Characteristics of graduating stduents, those with low grades, majors in physical education, and transfer students are investigated. Values of students in different nursing programs, high-school rank and its relation to nursing program success, the financial and economic understanding of business and liberal arts students, and levels of satisfaction experienced by business students are also reviewed. Junior college libraries are treated in terms of student-faculty attitudes and use, conformity with certain American Library Association standards, and professional community college material available. Aspects of academic programs studied include those in correctional institutions, general studies, and courses related to the plastics industry. Studies focusing on the staff include a faculty internship program, and opinions regarding the junior college philosophy. Also reviewed are the effectiveness of student personnel services, an analysis of initial entrance fees, articulation activities, the American College Test's predictive value, and a valuation of teaching behaviors. (JO)

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Northern Illinois University
Abstracts of Graduate Studies on the Community (Junior) College

1969-1970

JC 700 206

COMMUNITY COLLEGE SERVICES
NORTHERN ILLINOIS UNIVERSITY

September 1970

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 28 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Periodically, requests are received by staff members of Northern Illinois University inquiring into the nature of research activities carried on by the university in the area of the community (junior) college. This publication summarizes research in that area completed by N.I.U. graduate students during the years 1969-1970. Because of the rapid changes taking place in the community college field, some of the studies outlined here should be considered in terms of the specific years in which the research was completed.

WILLIAM K. OGILVIE, Director
Community College Services
Northern Illinois University

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THE VALUE OF THE AMERICAN COLLEGE TEST FOR PREDICTING ACADEMIC SUCCESS OF VOCATIONAL AND COLLEGE PARALLEL STUDENTS AT HIGHLAND COMMUNITY COLLEGE 1967 - 1969

Robert Jay Lewis
1970

Statement of the Problem

The purpose of this study was to determine whether there was a significant difference between ACT's ability to predict success of vocational students and its ability to predict success of college parallel students at Highland Community College, Freeport, Illinois. The null hypothesis tested in the study was: There is no significant difference between the coefficient obtained by correlating selected grade point averages of vocational students with their selected ACT scores and the coefficient obtained by correlating selected grade point averages of college parallel students with their selected ACT scores.

Procedural Development of the Study

The resource used to obtain basic data for the study was the Data Processing Library at Highland Community College. Test scores and student grades were stored in the form of punched cards, magnetic tape, and magnetic disks. Fisher's "Z" test was used as the basic statistical tool to determine whether the hypothesis for the study should be accepted or rejected. Differences between the ability of ACT scores to predict academic success for vocational students and college parallel students at Highland Community College were tested for statistical significance and conclusions were based on results obtained. Further analysis was also conducted to determine optimum cutoff points on various ACT predictors for both vocational and college parallel students.

Significant Findings of the Study

1. ACT was not as effective in predicting achievement of vocational freshman students as it was for predicting achievement of college parallel freshman students.
2. ACT was as effective in predicting achievement of vocational sophomore students as it was for predicting achievement of college parallel sophomore students.
3. When considering freshman and sophomores as a group, ACT was not as effective in predicting achievement of vocational students as it was for predicting achievement of college parallel students.

4. The ACT optimum cutoff points tended to be higher for freshman students than they were for sophomore students.

5. The ACT optimum cutoff points tended to be higher for college parallel students than they were for vocational students.

CONCLUSIONS

1. That for the vocational freshman students either a better instrument should be used for predicting their achievement or less confidence should be placed on their test results.

2. That if entrance standards are established for freshman students through the use of ACT score information then the standards be set lower for the vocational students than they are set for the college parallel students.

3. That the freshman year acts as a natural screening device and thereby makes ACT score information of sophomores meaningless for predicting their achievement and for establishing entrance standards for them in the sophomore year.

Degree: C.A.S.

Committee: Keith Getschman (ch), Henry Yankow, William K. Ogilvie.

AN INVESTIGATION OF STUDENT AND FACULTY ATTITUDES AND THEIR UTILIZATION OF THE COMMUNITY COLLEGE LIBRARY IN THREE SELECTED COLLEGES WITHIN ILLINOIS.

Kenneth W. Allen
1970

Statement of the Problem

The purpose of this study was to investigate the importance of the library and its utilization as indicated by student and faculty responses. More specifically the study was designed: (1) to identify student and faculty attitudes toward the community college library and (2) to determine faculty and student utilization of the community college library.

Procedural Development of the Study

It was assumed that relationships affecting attitudes and utilization of the library existed among students whose backgrounds differed in the following aspects: curricular area, number of hours enrolled, classification, and whether the student was enrolled in day and night classes or only night classes. Relationships affecting attitudes and utilization by faculty were considered relative to the degrees held and the division in which the faculty member was teaching. Therefore, the study procedures were designed to measure attitudes and utilization patterns. The instruments for collecting data consisted of three questionnaires. Three community colleges were selected within Illinois. These colleges varied in the following characteristics: region of state located, size of budget, size of the student body and faculty, size of the library collection, and the age of the institution. The questionnaires were administered in the following manner: the student questionnaire was completed by twenty-five randomly selected classes at each institution, the faculty questionnaire was completed by full-time teaching faculty, and the utilization questionnaire was completed by all students or faculty entering the library during a selected week.

Null hypotheses were stated and the chi square test for significance was applied to each. Data was presented for the total population and for each selected institution.

Summary of Significant Findings

An analysis of the data involved in the study indicated the following information:

A. Student questionnaire responses revealed that

1. Seventy-four percent of the students indicated that utilization of the library was necessary for academic success.

2. Seventy-two percent of the students indicated that the resources of the library met their needs.

3. Fifty percent of the students responded that utilization of the library affected their final grade.

4. Seventy-two percent of the students responded that they used other libraries in the community in addition to those of the colleges.

5. Thirty percent responded that they entered the library daily, forty-six percent weekly, sixteen percent monthly, and eight percent never entered the facility.

6. Fifty-one percent of the students listed their major reason for coming to the library was to study without using library materials, thirty-five percent to use library materials, eight percent to check out materials, four percent to use audio-visual materials for independent study, and three percent to find a friend.

7. Thirty-two percent had made the most use of the library for courses in the social studies division, twenty-six percent for humanities, twenty-two percent for occupational, seventeen percent for mathematics and science, and three percent for physical education courses.

8. Sixty percent indicated they had consulted the librarian for assistance at some time.

B. Faculty questionnaire responses revealed that

1. Seventy-one percent of the faculty indicated that their teaching techniques were affected because of a lack of library materials.

2. Sixty-two percent indicated that they required their students to use the library.

3. Forty-five percent of the faculty indicated they currently had books or audio-visual materials on reserve in the library.

C. Utilization of the library information form by faculty and students indicated the following:

1. Sixty-one percent said that the primary reason for their coming to the library was to study, twenty-two percent came to use library materials, nine percent came to find a friend, five percent to check out materials, and three percent to use audio-visual materials for independent study.

2. Eighty-nine percent accomplished their intended purpose.

3. Sixteen percent consulted the librarian.

4. Forty-four percent responded they were not using the library for a particular course, fifteen percent for social studies, fourteen

percent for humanities, thirteen percent for mathematics and science, thirteen percent for occupational, and one percent for physical education.

D. A summary of the data found in testing the specific hypotheses related to the general hypotheses of the study in the following manner:

1. Sophomore students did not have more favorable attitudes and utilization patterns than freshmen, but freshman and sophomore students had more favorable attitudes and utilization patterns than unclassified students.

2. Full-time students depended upon the library more than the part-time students, and they had more favorable attitudes and utilization patterns. In many cases, use of the community college library was not important to part-time students.

3. Students enrolled in the transfer, general studies, and occupational curricula had similar attitudes and utilization patterns and varied greatly from the attitudes and utilization patterns of unclassified students.

4. The levels of educational development of faculty members had little impact on their attitudes or utilization patterns related to the library.

5. Faculty members teaching in the humanities division did not have more favorable attitudes and utilization patterns than faculty members teaching in other divisions.

E. Other findings of the study indicated that:

1. None of the libraries involved in the study met the recommended ALA standards for number of volumes in the collection; however, seventy-two percent of the students indicated that the resources of the library met their needs.

2. Only fifty-eight percent of the faculty felt the library collection was adequate for student needs despite the fact that the basic foundation of the book collection was based upon selections from recommended lists and the requests of faculty members.

3. The library at each institution could become the instructional center of the college, since seventy-four percent of the students felt utilization was necessary for success while eighty percent of the faculty reported library utilization was necessary for the student's success in the courses they were teaching.

4. The reported data did not measure the specific utilization of the library or library materials; however, sixty-one percent of the students came to the library to study while only thirty percent came to use or check out materials.

5. The differences in attitudes and utilization patterns between the students enrolled in transfer and occupational curricula were not as large as one might expect. For instance, seventy-eight percent of the transfer students indicated that use was necessary for academic success, while sixty-nine percent of the occupational students thought it was necessary. Fifty-one percent of the transfer students indicated that utilization affected their final grade, while forty-six percent of the occupational responded in the affirmative.

6. Although not significant at the .05 level, faculty members teaching in occupational divisions responded higher than those teaching in mathematics and science and slightly lower than those teaching in the social studies division in indicating that library utilization was necessary for success in the courses they were teaching.

7. Occupational students reported they used library materials while in the library to a greater extent than did transfer, general studies, or unclassified students. This does not indicate that a larger percentage of occupational students came to the library when compared to transfer students.

8. Over one-fourth of the part-time students reported they had never entered the library. The utilization questionnaire revealed that only one student in every six who entered the library was enrolled on a part-time basis.

Degree: Ed D

Committee Members: John Dewar (ch), E. G. Scriven, D. E. Ary,
G. L. McConeghy, R. M. Borstad.

A FACULTY INTERNSHIP PROGRAM FOR WILLIAM RAINEY HARPER COLLEGE

John R. Birkholz
1970

Statement of the Problem

The purpose of this investigation was to develop a satisfactory program of internship to meet William Rainey Harper College's projected needs for highly qualified community college instructors.

Procedural Development of the Study

The procedures used in the collection of the data were library research and a survey of community college administrators. The determination of the type preparation for community college instructors was through library research. The determination of the type training desired for community college instructors in business in Illinois was accomplished by sending a questionnaire to deans, division heads, and/or department heads of Illinois community colleges. The study of plans of internship was completed by surveying the literature of the field to determine the type plans of internship that have been developed or are currently in operation. Based upon this information a plan of internship for William Rainey Harper College was planned and developed.

Significant Findings of the Study

The survey of community college educators in Illinois indicated that there were two categories of instructors in the community college. These are instructors in the academic area and instructors in the occupational area. The survey indicated that an essential criteria in hiring occupational instructors was practical work experience in the field in which the instructor was planning to teach. A course in the community college as it relates to the field of business was desired by many of the respondents.

The review of literature indicated that the number of internship programs in colleges was quite limited. A study completed by the North Central Association and a study conducted by the Association for Student Teaching were reviewed to determine schools that have conducted plans of internships.

The Harper Plan of Internship was patterned after two existing internship programs. These were the programs at the University of California at Los Angeles and the St. Louis Community College Internship Program. Part one of the program includes a course in the community college which relates specifically to the field of business education. During this portion of the program, the intern will develop an outline that will be used in the course taught by the intern. It is proposed that Part Two of the program will involve an actual internship teaching period. During thie time the intern is assigned to teach a course and must attend weekly seminars which will relate to problems of interns, the philosophy of the community college, and problems of the community college.

The specific objectives of the proposed internship program are to develop satisfactory instructional objectives in curriculum and course design and to develop skill in the selection and utilization of instructional materials. The two major objectives are divided among knowledge factors, skill factors, and effective attitudinal factors.

The result of the program is the development of a course outline in which units of instruction are developed with a list of measurable objectives. These objectives will include the type behavior desired on the part of the student, and the conditions of performance on the part of the student.

Degree: C.A.S.

Committee: B. W. Stehr, Ruth B. Woolschlager

A DESCRIPTIVE ANALYSIS OF CHICAGO CITY COLLEGE TRANSFER STUDENTS WHO ENTERED NORTHERN ILLINOIS UNIVERSITY IN THE FALL OF 1968

Ronald Aaron
1970

Statement of the Problem

The purpose of this study was to develop a descriptive analysis of the group of transfer students who entered Northern Illinois University from the eight branch campuses of Chicago City College in the fall semester of 1968-69. A total of 225 students transferred into NIU from those campuses that semester. For purposes of internal control this survey eliminated from the analytical and descriptive study any of these transfer students who were not classified as juniors or seniors at Northern Illinois University by the Fall of 1969. This procedure limited the span of concentration toward those students who had transferred to NIU with at least 30 hours of credit prior to coming to this institution. This eliminated 29 students from the original population.

Significant Findings of the Study

1. The Wright campus contributed 36% of the total entry population. With the addition of transfers from the Southeast (17%) and Loop (15%) branches, 68% of our sample population was represented by three campus transfer populations. Fewest transfers come from Kennedy-King (2%), Fenger (3%) and Amundsen (6%).

2. Of the original population of 225 students 158 (70%) were males and 67 (30%) were females.

3. 60 students from the original sample were no longer in attendance at Northern Illinois University during the Fall semester 1969-70. This constituted 27% of the original group studied, or more specifically 32% of those students who were in the final group analyzed.

4. The main reasons for leaving NIU included academic dismissal, transfer to another institution, or lack of finances. One-third of the students who were no longer in attendance at NIU were from the Wright campus. Seventy-one percent (71%) of the total drop-out group were students from the Wright. Loop and Southeast campuses. The persistence rates (the percentage of transfers still enrolled) according to Chicago campus, was as follows: Amundsen - 86%, Bogan - 78%, Wright - 75%, Malcolm X - 80%, South-East - 74%, Loop - 62%, Kennedy-King - 60% and Fenger - 50%.

5. The above-mentioned findings suggest that a longitudinal analysis might well confirm Knoell's findings concerning achievement of degree goals; 45% of junior college transfers graduate two years after transfer, 68% within three years, and 75% by the end of four years. One might well consider the cut back on credit hours attempted as a reason for graduating later than the usual four year college stint. Our 1968-69 Chicago City College transfer group averaged between 12.8 and 14 hours attempted during their first semester at Northern Illinois University.

6. Of the final group analyzed, 34 students (25%) had at one time or another attended a four year institution prior to transferring to NIU from their respective junior colleges. Forty seven (47%) of this group were students from the Bogan campus.

7. Mean Grade Point Averages (three semesters) for each Branch Transfer Group through Fall Semester 1969-70.

	Fall 68-69	Spring 68-69	Fall 69-70
Loop	2.62	2.65	2.62
Amundsen	2.22	2.17	2.41
*Kennedy-King	1.56	2.80	2.85
Southeast	2.24	2.54	2.66
Wright	2.45	2.69	2.63
Bogan	2.33	2.75	2.49
*Fenger	3.20	2.90	2.72
Malcolm X	2.58	2.64	2.64

*Figures inflated because of small samples
All GPA data collected from IBM Grade Runs, Not personal files.

Because of small N's in our sample population, GPA's from Fenger and Kennedy-King should be viewed as non-significant. Scanning the GPA progressions for the eight institutions, it seems that the greatest degree of positive change occurred between the GPA's of the Fall and Spring semesters of 1968-69. In order to control for variances the study subjected these observed differences to a T test for correlated samples. Statistically significant findings were confirmed for the Wright Junior College group (.01 level), and the Bogan group (.05) between mean GPA's for the first and second semesters of 1968-69. Even though the mean difference GPA for the Southeast campus transfers was .30 (2.24-2.54), a high degree of variance negated statistical significance.

8. Selection of an academic area of concentration and related achievement were areas that were also analyzed. For purposes of analysis, academic areas were divided into five categories; education, business, sciences, social sciences, and the humanities. In this breakdown the humanities included: Philosophy, English, Speech, Drama, as well as the Fine Arts. Social sciences included: Political Science, Sociology, Psychology, Anthropology, etc. 41% of our male transfer students from the Chicago City

College system had chosen a major in one of the business professional areas, i.e., marketing, production, or accounting. Another 21% of the males had selected a major area of study in the sciences. Women showed preferences for Education (59%) and the Humanities (32).

9. A cumulative grade point average was computed for each student and categorized by choice of major. With the use of T tests for independent samples, it was concluded that students in the business areas had achieved statistically higher grades than students in the field of education (.0001 level), and the sciences (.001 level).

10. An institutional breakdown of major field selection was as follows:

	Education	Business	Sciences	Social Science	Humanities
Loop	1	9	3	1	2
Amundsen	3	1	2	0	2
Kennedy-King	1	0	0	0	0
Southeast	4	9	4	3	3
Wright	9	16	7	7	9
Bogan	4	5	4	3	2
Fenger	1	0	0	1	1
Malcolm X	3	7	1	2	1

Degree: None (Independent Research)

READING ACHIEVEMENT LEVELS AND SCHOLASTIC PERFORMANCE OF HIGHLAND COMMUNITY COLLEGE FRESHMEN

Charles Jenkins
1970

Although educators have long recognized the importance of reading instruction in the elementary and secondary levels, the problems of reading improvement in post-secondary and adult levels have only recently received attention. Much of this concern has sprung from the needs of individuals who, because of the rapidly growing system of two-year community colleges, have suddenly found the avenue of higher education open to them;

Since reading training has been shown to be an integral part of remedial instruction in secondary and elementary levels, it would seem that, if reading ability were not adequately developed, certain academic problems would appear at all levels of educational endeavor. Further, if this ability were not adequate for the pursuit of college level learning, it should follow that some correlation would exist between the reading ability level of a college student and his academic success.

Statement of the Problem

The purpose of this study was to determine if any significant correlation exists between the reading achievement level of entering community college freshmen and their first semester grade point average.

Procedural Development of the Study

All entering new students at Highland Community College are required to take as part of their placement examinations the Nelson Denny Reading Test. Depending upon the results of this test, students may be required to take, recommended to take, or exempted from English 099 -- Developmental Reading. Students in most technical curricula take Technology 110-- Communication Skills, which contains six weeks of reading instruction. The Nelson Denny Reading Test provides raw scores and normative data in the areas of vocabulary, comprehension, a composite of the two, and reading date.

The test data was used, along with the grade point averages of the students under study, to test a series of null hypotheses:

No correlation significant to the .05 level exists between reading achievement level as measured by the Nelson Denny Reading Test and the Fall Semester grade point average as follows:

H_o1 Vocabulary Raw Score : GPA
H_o2 Comprehension Raw Score : GPA
H_o3 Composite Raw Score : GPA
H_o4 Reading Rate : GPA

The hypotheses were tested by computing a Pearson Correlation Coefficient between the raw scores in vocabulary, comprehension, composite, and rate respectively of all those students not having reading instruction the Fall Semester, and the Fall Semester grade point average of each student. A "Fisher's t" was obtained to test the significance level of each correlation. Correlations were made for three groups of students: those in occupational programs, those in non-occupational programs, and a total of the two. Only students enrolled for nine semester hours or more were examined.

Significant Findings of the Study

Results of the correlation computations are listed in the following table. Null hypotheses H_o1, H_o2, and H_o3 are rejected for all groups of students. Null hypothesis H_o4 is rejected for non-occupational and the total group, but is retained for occupational students.

CORRELATION BETWEEN INITIAL READING ACHIEVEMENT
AND FALL SEMESTER GRADE POINT AVERAGE

	Number of Students	"r"	"t"	Significance
Occupational				
Vocabulary	86	.307	2.956	.01
Comprehension	86	.343	3.347	.01
Composite	86	.337	3.280	.01
Rate	86	.174	1.619	None
Non-Occupational				
Vocabulary	215	.318	4.895	.001
Comprehension	215	.312	4.793	.001
Composite	215	.414	6.637	.001
Rate	215	.197	2.933	.01

	Number of Students	"r"	"t"	Significance
Total Students				
Vocabulary	300*	.312	5.669	.001
Comprehension	300	.314	5.709	.001
Composite	300	.378	7.048	.001
Rate	300	.172	3.014	.01

*Computer error deleted one student. The deletion should not change results.

It would appear that there is some relationship between reading achievement level and college achievement for students in both occupational and non-occupational programs. In all groups studied, rate levels, as might be expected, generated the lowest correlation and the one non-significant correlation. As also might be expected, higher correlation and significance was observed among non-occupational students than among occupational students whose college programs are more non-verbal in orientation.

The evidence of significant correlation in both occupational and non-occupational groups, however, suggests that an improvement in reading ability might contribute to improved scholastic achievement. If such is the case, therefore, a developmental reading program coupled with initial testing and placement would be a valuable part of an open-door community college.

Degree: None (independent research)

EFFECTS ON THE ACHIEVEMENT AND RETENTION OF HIGHLAND COMMUNITY COLLEGE PROBATIONARY STUDENTS WITH AND WITHOUT A FORCED LIMITATION OF HOURS

Phil Gordon
Lyle Smith
1970

Statement of the Problem

The purpose of this research was to determine whether a forced reduction in the number of semester hours enrolled by Highland Community College students on academic probation has any effect on their academic achievement as measured by grade point average. This study compared differences of grade point averages and retention rate percentages between students on academic probation during the Spring semester of 1969 (when institutional policy limited the number of semester hours of enrollment) and students on academic probation during the Spring semester of 1970 who were not limited in semester hours, but would have been if the 1969 institutional policy had still been in effect.

Procedural Development of the Study

During the 1968-69 academic year at Highland Community College, certain students on probation were forced to limit the number of semester hours of credit for which they could enroll. The number of semester hours to which limited was established by a rather arbitrarily designed schedule based on the previous semester grade point average. Students already on probation and with a G.P.A. between 1.75 and 1.99 were limited to 12-13 semester hours; those with G.P.A.'s between 1.50 and 1.74 were limited to 9-10 semester hours; those with G.P.A.'s above 1.99 had no limitation and those with G.P.A.'s below 1.50 were suspended. Those who were not previously on probation were not limited unless their G.P.A. fell between 0.50 and 0.99, for which they were limited to 8-9 semester hours; those with less than a 0.50 were suspended. Allowances for individual situations varied the allowable number of semester hours for a few students.

In 1969-70, the policy of forced limitation was abandoned for the Spring semester enrollment. Students placed on probation were encouraged to consider limiting their course load but no specific limitation was suggested or enforced.

In an effort to determine the effect of this policy change on student success as measured by academic achievement and retention the following four null hypotheses were tested:

1. H_{o_1} There is no difference at the .05 level of significance

between the proportion of students completing the Spring semester 1968-69 when semester hours were limited and those similar students whose hours were not limited in Spring semester 1969-70.

2. H_{o_2} There is no difference at the .05 level of significance between the proportion of students earning a 2.00 (C) G.P.A. during the Spring semester of those whose hours were limited and those whose hours were not limited.

3. H_{o_3} There is no difference at the .05 level of significance between the proportion of students retained at the end of the Spring semester of those whose hours were limited and those whose hours were not limited.

4. H_{o_4} There is no difference at the .05 level of significance between the mean difference in Fall and Spring G.P.A.'s for those whose hours were limited and those whose hours were not limited.

All data was obtained from the Records Office at Highland Community College. Two groups of students were studied and compared.

N_1 = All students enrolled during the Fall semester 1968-69, whose enrollment for the following Spring was limited to a specific number of semester hours of credit due to academic difficulties experienced during that Fall semester.

N_2 = All students enrolled during the Fall semester 1969-70, whose enrollment for the following Spring would have been limited if the policy of the previous year had been in force.

Significant Findings of the Study

1. It was found that 37 Fall semester 1968-69 students were limited in the number of semester hours for which they could enroll. Of this number, only 19 actually did enroll for the Spring semester 1968-69. Perhaps more significant were the findings that only 40.5 percent of those with limited course hours actually completed at least one course during the Spring semester and only 24.3 percent were retained after the conclusion of Spring semester 1968-69.

2. A total of 51 students would have been limited at the end of Fall semester 1969-70, if the policy of previous years had been in force. Of this number, 46 did enroll for the Spring semester 1969-70. Over 80 percent of those who would have been limited did complete at least one course during the semester and over 64 percent of those limited were retained.

3. The grade point averages of probationary students who were or would have been limited and who completed the spring semester were as follows:

	1968-69	1969-70
Number of Students	15	41
Fall Semester Mean G.P.A.	1.143	1.864
Spring Semester Mean G.P.A.	1.424	1.972
Mean Difference	+ .281	+ .108
"T"		.60849

It should be noted that while the mean difference in G.P.A. was greater in the 1968-69 year than in the 1969-70 year, the mean G.P.A. for the entire student body increased more from Fall semester 1968-69 to Spring semester of that year than from Fall semester 1969-70 to Spring semester 1969-70. Thus, while the "T" test for significance at the .05 level between the mean differences does not hold, the lack of significance may be further emphasized in that the mean differences follow the pattern of the entire student body.

4. The data obtained did not support the first three null hypotheses. A significant difference was found at the .05 level when comparing percent completing the semester, percent earning a 2.00 G.P.A. during the probationary semester, and percent of limited students who were retainable after the Spring semester.

5. The one accepted null hypothesis was that there would be no difference between mean differences in Fall and Spring G.P.A's for the two groups.

6. All data tends to support the policy decision not to limit the semester hours load for each student on the basis of previous academic difficulty.

7. Although it is not within the scope of this study, it was found that 1969-70 probationary students tended to complete approximately the same number of hours as would have been ruled a maximum had the 1968-69 policy been in effect. This leads us to believe that students who have had at least one semester of college experience will effectively ascertain their position and take steps to improve that position by restricting their course load if necessary.

Degree: None (Independent research)

COMPARATIVE RANK OF INSTRUCTIONAL CRITERIA BY THE HIGHLAND COMMUNITY COLLEGE ACADEMIC COMMUNITY

Charles Jenkins
1969

Statement of the Problem

The purpose of this study was to ascertain whether or not the students, faculty, and administrators of Highland Community College all viewed selected teaching behaviors with the same value rank.

A key element in developing any type of procedure for the evaluation of instruction is who should do the evaluating. Review of the pertinent literature indicates that the most usual evaluators are administrators -- either through classroom visitation or general observation. The use of students in the evaluative procedure is also common, particularly on the college level. A major concern of the average faculty member, however, is whether either the administrator or the student is qualified to evaluate instruction, especially if they use different criteria in arriving at evaluative conclusions.

Naturally, if different criteria are viewed as being meaningful by the faculty than those viewed by another group, any type of evaluative instrument becomes of less importance in achieving the ultimate goal -- that of changing or reinforcing instructional behaviors to lead toward the improvement of instruction.

Procedural Development of the Study

Sixty teacher behaviors identified by students, faculty, and alumni of the University of Toledo as being "effective teaching behaviors," (College & University Business, Oct. 1969, pp. 18-22) were listed in the order originally assigned to them by the university. Since this original order was done randomly, one may assume that the order of items would not affect the results.

The list was then distributed to all full-time teaching faculty (42), administrative staff (12), and supportive personnel (5) of Highland Community College. Three groups of students were selected to participate in the study--thirty-eight beginning composition students (Freshmen), thirty child psychology students (Sophomores), and twenty-two technical-occupational students (mostly Freshmen). Each individual was asked to rate each teacher behavior as follows:

A--Critical to good instruction
B--Above average importance to good instruction
C--Average importance to good instruction
D--Below average importance to good instruction
E--Of no importance to good instruction

Returns were obtained from eight administrators, twenty-seven faculty, three supportive staff, and ninety students. For the purposes of the study, the faculty and supportive staff returns were combined.

The returned forms were keypunched and an item analysis was computer prepared. Though output delineated results by divisions and groups of students, final analysis was made only from the combined totals of three groups--administration, faculty and students.

Values were assigned to each response as follows: A - 5, B - 4, C - 3, D - 2, E - 1. A total score was obtained for each item in each group. Since not each individual rated every item, the group score for each item was divided by the number of responses to that item and an average rating obtained. Those averages were then ranked for each group.

Since the number of individuals in each group varied, an item analysis of the total score would inaccurately reflect group consensus. To overcome this problem the individual group averages of each item were in turn averaged and a rank made of this average.

Once ranking for each group and the total were obtained, a Spearman Rank Correlation was run to measure the significance of the total ranking, the ranking of the highest fifteen items, and the ranking of the lowest fifteen items within the following combinations: students to faculty, faculty to administration, students to administration, and Toledo total to Highland Community College total.

The following null hypotheses were tested: There will be no significant correlation to the .05 significance level of the ranking of instructor behaviors between Students:Faculty, Faculty:Administration, Student:Administration and Toledo total:HCC total.

Limitations

In a study of this type there are a number of limitations. The principal ones are as follows:

1. The initial list of criteria, though carefully developed, is still open to question as to its validity and completeness as a representative list of effective instructional behaviors.
2. All items are, to a degree, positive in nature. One could argue that there is no item which is "of no importance."
3. Some behaviors are more important in particular teaching disciplines than in others.
4. The student sample may not be random enough to accurately reflect the attitudes of the total student body.
5. Rank correlations do not accurately indicate the degree of deviation between ranks.

Significant Findings of the Study

Rank Correlation Results (Spearman)

				"ρ"	"t"
Total Sixty					
Student	:	Faculty	=	.862	12.947
Student	:	Administration	=	.768	9.134
Faculty	:	Administration	=	.816	10.751
Toledo	:	HCC	=	.904	16.132
Top Fifteen					
Student	:	Faculty	=	.455	1.840
Student	:	Administration	=	.204	.750
Faculty	:	Administration	=	.672	3.267
Toledo	:	HCC	=	.447	1.799
Lowest Fifteen					
Student	:	Faculty	=	.638	2.983
Student	:	Administration	=	.374	1.455
Faculty	:	Administration	=	.657	3.144
Toledo	:	HCC	=	.593	2.655

INSTRUCTIONAL CRITERIA

Criterion No.	Behavior	"Toledo" Total	HCC Student	HCC Faculty	HCC Adm.	HCC Total
35	Being well prepared for class	1	5	1	1	1
41	Treating students with respect	11	1	3	3	2
5	Acknowledging all questions to the best of his ability	12	3	8	5	3
48	Using teaching methods which enable students to achieve objectives of the course	4	6	2	8	4
55	Being fair and reasonable to students in evaluation procedures	6	7	8	3	5
20	Demonstrating comprehensive knowledge of his subject	3	22	4	3	6
27	Establishing sincere interest in the subject being taught	2	8	8	8	7
10	Being readily available for consultation with student	15	10	13.5	8	8

INSTRUCTIONAL CRITERIA

Criterion No.	Behavior	"Toledo" Total	HCC Student	HCC Faculty	HCC Adm.	HCC Total
2	Constructing tests which search for understanding on the part of the students rather than rote memory ability	5	11	13.5	8	9
47	Encouraging intelligent independent thought by students	8	12	11	8	10
33	Patiently assisting students with their problems	20	4	15	11.5	11
10	Communicating effectively at levels appropriate to the preparedness of students	7	2	8	21.5	12
6	Motivating students to do their best	10	9	5	15	13
44	Organizing the course in logical fashion	9	13	16	21.5	14
24	Accepting justified constructive criticism by qualified persons	23	20	23	11.5	15
43	Being able to show practical applications of subject matter	13	14.5	12	27	16
4	Engaging in continued formal study in his field	28	35	8	21.5	17
15	Making written comments on corrected returned assignments	25	19	27.5	15	18
22	Encouraging student participation in class	24	21	17	27	19
7	Establishing good rapport with students in the classroom	17	17	23	30.5	20
29	Recognizing his responsibility for the academic success of students	18	25	27.5	21.5	21
17	Explaining grading standards	45	28	26	21.5	22
11	Identifying his comments which are personal opinion	27	23	30	21.5	23
9	Having practical experience in his field	21	18	18	40	24
49	Rewriting and upgrading tests	14	36	20	15	25
31	Demonstrating a stable level-headed personality	30	29	33.5	15	26
42	Raising the aspirational level of students	17	31.5	29	21.5	27
51	Explaining grading procedures	44	30	32	21.5	28
59	Exhibiting a genuine sense of humor	37	14.5	43	34.5	29
18	Making an effort to know students as individuals	38	24	19	46	30
1	Evidencing better than average speech qualities	26	16	42	44	31

INSTRUCTIONAL CRITERIA

Criterion No.	Behavior	"Toledo" Total	HCC Student	HCC Faculty	HCC Adm.	HCC Total
57	Using more than one type of evaluation device	29	31.5	21	40	32
32	Returning graded assignments promptly	34	33	41	27	33
3	Providing several test opportunities for students	32	27	25	46	34
36	Setting high standards of achievement for students	16	39	23	34.5	35
16	Presenting organized supplementary course material to students	41	40	38	30.5	36
46	Earning the respect of his colleagues	42	43	48.5	15	37
12	Challenging students' convictions	43	47	31	30.5	38
53	Seldom using sarcasm with students	39	45	39.5	30.5	39
60	Encouraging moral responsibility in students by his example	22	37.5	33.5	40	40
54	Indicating that the scope and demands of each assignment have been considered carefully	33	37.5	35	40	41
56	Relating course material to that of other courses	35	44	37	34.5	42
13	Utilizing visual aids to assist in creating subject matter achievement with students	47	34	39.5	46	43
14	Announcing tests and quizzes in advance	46	26	44	52.5	44
40	Displaying broad intellectual interests	36	41	47	40	45
26	Having no irrating personal mannerisms	54	49	4	34.5	46
21	Exhibiting an intelligent personal philosophy of life	40	48	36	49.5	47
28	Taking measures to prevent cheating by students	31	42	50	49.5	48
25	Sharing departmental duties with his colleagues	50	55	48.5	40	49
38	Being knowledgeable about the community in which he lives	53	54	45	49.5	50
30	Devoting time to student activities on campus	58	52.5	53	40	51
50	Presenting an extensive lucid syllabus of the course to students	48	46	54	55.5	52
23	Beginning and ending classes on time	51	51	51	55.5	53

INSTRUCTIONAL CRITERIA

Criterion No.	Behavior	"Toledo" Total	HCC Student	HCC Faculty	HCC Adm.	HCC Total
58	Being neatly dressed	52	50	55.5	55.5	54
45	Making appearances which assist programs of community organizations	59	56	58	49.5	55
19	Inspiring students to continue for graduate study	49	52.5	52	58	56
37	Involving himself in appropriate university committees	55	57	55.5	52.5	57
34	Holding membership in scholarly organizations	56	60	57	55.5	58
52	Being consistently involved in research projects	57	58	59	59	59
8	Publishing material related to his subject field	60	59	60	60	60

Conclusions

Since every rank correlation exceeds the .05 significance level on all sixty ranked items, the null hypotheses are rejected. There is a significant correlation in the importance rankings of selected instructional behaviors between various groups within the academic community of Highland Community College. One may conclude that rating by students and administrators is valid insofar as criteria ranking with that of the faculty is concerned.

Closer examination of the results leads one to a number of secondary conclusions.

a. The correlation between students and administration is not as high as that between the faculty and each group. One may assume that using the two groups in evaluation, rather than just one, would give a more accurate picture of what all three groups consider important.

b. The correlation of the highest fifteen items is not as great as for the total, indicating a wider divergence between groups in those items viewed by each group as being most important.

c. The university community tends to view teaching behaviors with the same general importance as does the community college community, suggesting some agreement as to the identification of effective teaching behaviors.

d. Students tend to rank instructor to student relationships higher than do faculty or administration. The latter two groups tend to rank knowledge of subject matter of greater importance than do students. Students tend to view being prepared for class and using proper teaching methods as less important than instructor-student relationships.

No degree: (Independent research)

A STUDY OF STUDENT CHARACTERISTICS: TRITON COLLEGE, 1969

Otto M. Kolar
1970

Statement of the Problem

The purpose of this study was to prepare a composite profile of students attending Triton College during the fall semester 1969. The student characteristics examined were age, sex, communities where students resided, curricula in which students enrolled, high school success, scores on the American College Test, college aspirations, work expectations and reasons for attending Triton College.

Procedural Method of the Study

The information gathered for this study was from two sources. The first source was the American College Testing battery which was administered to 1,225 full time students prior to registration. Data drawn from institutional research compiled at Triton College on the total student body of 7,119 students provided the second source of information.

The major findings of this study involve the entire student body, unless otherwise indicated. Information on the new 1,225 full-time entering students will be designated by the abbreviation NFTS (new full-time students).

Summary of Significant Findings

1. The student sample which totalled 7,119 contained 2,945 full-time students and 4,174 part-time students. Sixty-four percent of the total students were male and thirty-six percent female compared to sixty-eight percent and thirty-two percent for the sample data of NFTS who entered in the fall of 1969.

2. The age range was from 17 to 68. Only 42 percent of the students were in the 17-20 year-old bracket, which is below the national average. Almost one-half, 47 percent, were in the 21-38 year-old bracket. The remaining 11 percent were in the 39-68 year-old age bracket, indicating an increasing number of older students using college to further their education.

3. Seventy-one percent of the enrollment (5423 students) came from in-district communities. Elmwood Park had the largest in-district enrollment percentage with 11 percent. Melrose Park, Franklin Park and Maywood each had 10 percent. Bellwood enrolled 9 percent while River Grove, Northlake and Westchester each enrolled 7 percent.

Leading the list of 1,696 out-of-district students was Oak Park at 21 percent, followed by Chicago at 15 percent and Norridge at 11 percent. One hundred and ten different communities and six foreign countries were represented in the remaining out-of-district sample.

4. Of the 4,174 part-time students enrolled, fifty-eight percent were taking only one three-hour course or less. Another twenty-six percent were taking four to six semester hours.

5. Only 16 percent, (753 students) of the total student body of 7,119 students were taking 16-19 hours. The majority of Triton students would therefore take more than two years to complete requirements for the associates degree or 2-year certificate.

6. Fifty-four percent of the students were enrolled in occupational curricula and non-credit courses. This figure is high in comparison to state and national figures. Forty-four percent of the student body were enrolled in transfer programs. The following is a list of students in the various areas of study:

Baccalaureate - 41%
Liberal Studies - 3%
General Studies - 2%
Occupational - 37%
Non-Credit (Adult Ed.)- 17%

7. 79 percent of the 2,893 students enrolled in baccalaureate programs were in the following five curricula:

Rank	Curriculum	Enrollment	Percent
1.	Liberal Arts	1010	35
2.	Commerce and Business Administration	653	23
3.	Elementary Education	311	11
4.	Engineering	169	5
5.	Secondary Education (Teaching areas)	137	5
	Other	613	21

8. 68 percent of the 2,617 students enrolled in occupational programs were in the following curricula:

Rank	Curriculum	Enrollment	Percent
1.	Business Management	396	15
2.	Data Processing	295	11
3.	Secretarial, General	182	7
4.	Nursing (Assoc. Degree)	169	6
5.	Electronics Technology	143	5
6.	Police Science Admin.	133	5
7.	Accounting	126	5
8.	Auto Technology	120	5
9.	Nursing (Practical)	114	4
10.	Photo Offset	98	4
	Other	841	32

9. Based on a four point grading scale, the sample of NFTS recorded the following percentages within grade areas on an average of their four years of high school grades:

Grade	Percent	National Average
3.5 - 4.0	1	14%
2.5 - 3.4	25	45%
1.5 - 2.4	66	38%
below 1.5	9	3%

10. Mean scores for the American College Test showed the sample of NFTS to be near the mean for junior colleges nationwide and below the mean for all colleges nationwide.

11. The sample of new entering full-time students indicated the following as to what degree was being sought by Triton students:

Degree	Triton	National Average
Graduate	19%	32%
Bachelor's	43%	47%
Junior College	29%	10%
Vocational Technology	4%	3%
High School Diploma	1%	-

12. Eighty-two percent of the NFTS indicated that they expected to work while attending school. The number of hours per week that these students expected to work was as follows:

Hours of Work	Triton	National Average
No work	18%	36%
1-9 hours	17%	18%
10-19 hours	37%	29%
20-29 hours	18%	11%
30 or more	10%	6%

13. The following reasons were given by the students for choosing Triton College:

(a)	Special curriculum	65%
(b)	Good faculty	60%
(c)	Location close to home	51%
(d)	Low cost	49%
(e)	High scholastic standards	45%
(f)	Advice of college admissions counselor	40%
(g)	High school counselor's advice	40%

14. The following reasons were not considered as important in the selection of Triton College: advice of parents, advice of high school teachers, national reputation, financial aid offer, good athletic program, has fraternities and sororities.

Degree: None (independent research)

A STUDY OF CHARACTERISTICS OF PHYSICAL EDUCATION MAJORS AT ELGIN COMMUNITY COLLEGE

Sally Edwards
1969

Statement of the Problem

The purpose of this study was to present a student profile on the physical education majors at Elgin Community College and to compare them with the following:

1. Local and national norm of ACT Test Scores.
2. High school class rank with that of the total population at Elgin Community College.
3. Student sex and classification.
4. Reason for attending Elgin Community College.
5. Reason for majoring in Physical Education.
6. Relationship of science scores to physical education.

Procedural Methods of Study

The total number of students included in this study was forty students who stated their intention of majoring in physical education or who are presently enrolled in Physical Education III - Introduction to Physical Education, a class for physical education majors. Local composite standard scores and local percentile norms are taken from Elgin Community College's Fall 1969 Student Profile Report. National norms are taken from four hundred forty colleges in the 1969 ACT Research Report (American College Testing).

The following methods of procedure were used during the investigation:

1. Related literature published in professional periodicals, reports, and other professional publications between the years of 1966 and 1969 were examined to determine the extent to which studies have been done in this field.

2. Information was collected from the individual student's personal folder at Elgin Community College.

3. Information was obtained from the American College Testing Program's Prospective Student Profile Report.

4. The Data Processing Center provided compilation of some of the pertinent statistical data.

SIGNIFICANT FINDINGS OF THE STUDY

An analysis of the data involved in the study indicates that:

1. There are twice as many men as women majoring in physical education at Elgin Community College and three times as many freshman students as sophomores.

2. While 21 percent of the E.C.C. student body ranked in the upper quartile of their high school graduating class, 7.5 percent of the women P.E. majors and no male P.E. majors achieved this rank. Forty-six percent of all P.E. majors ranked in the third quartile of their high school graduation class. (61.5% women, 38% men). Women majors were higher in high school rank than men majors.

3. While 16 percent of all E.C.C. students ranked in the lower quartile of their high school class, 7.5 percent of the women majors and 42 percent of the men majors ranked in that quartile.

4. While 11 percent of all E.C.C. students achieved ACT (composite) percentile ranks of 87th to 99th national norms, no P.E. major achieved this score. Nineteen percent of the majors scored between the 55th and 82 percentiles, fifty percent scored between the 22nd and 47th percentiles, and thirty-one percent scored between the 1st and 15th percentiles.

5. Approximately 8.3 percent of the majors achieved above the 77th percentile (standard score 21) in English (Norms for two-year college students). Approximately 55.6 percent scored between the 36th and 69 percentiles in English.

6. Approximately 5.6 percent of the majors scored above the 92nd percentile in math. (ACT two-year college norms). 25 percent scored between the 72nd and 89th percentiles in math and 33 percent scored between the 40th and 67th percentiles in math.

7. Approximately 31 percent of the majors scored between the 84th and 61st percentiles in social science (ACT two-year college norms) and 27.5 percent scored between the 30th and 54th percentiles in social studies.

8. Thirty-one percent of the majors scored between the 83rd and 62nd percentiles in natural science (ACT two-year college norms) and 44 percent 31st and 56th percentiles.

9. The following percentage of majors scored below a standard score of 15 in the following ACT test areas: English (36%), Math (36%), Social Science (41.5%) and Natural Science (25%).

10. There was a significant relationship between high school rank and composite ACT scores.

11. Slightly more than one-fourth of the sample were the oldest offsprings in their families and the first to go on to college.

12. Approximately 52% of the majors came from families with four or more children.

13. Approximately seven percent of the majors were over twenty-one years of age and five percent were married. Sixty-five percent were employed while attending school.

14. Less than one-fourth of the majors had experienced leadership responsibilities while in high school.

15. Approximately one-half of the sophomore majors had been on probation sometime during their college careers.

16. All majors intended to eventually transfer to a senior institution. Thirty-five percent were undecided as to where they would transfer, 25 percent intended to transfer to N.I.U., 7.5 percent to S.I.U., 7.5 percent to I.S.U., 5 percent to W.I.U., 2.5 percent to E.I.U. and none to the University of Illinois. Approximately 18 percent intended to transfer to out-of-state institutions or private colleges.

17. The three reasons given most frequently for attending Elgin Community College in rank order were finances, "to get a good education" and proximity to home.

Degree: None (independent research)

A COMPARISON OF THE SUCCESS OF STUDENTS FROM THE FOUR QUARTILES OF THE HIGH SCHOOL CLASS IN THE ELGIN COMMUNITY COLLEGE NURSING PROGRAM

Susan N. Walker
1970

Statement of the Problem

1. To determine the high school class rank of students majoring in nursing at Elgin Community College.
2. To compare the high school rank of nursing students with that of all students enrolled in the college.
3. To determine the degree of success which students from each quartile of the high school class achieve in the nursing program.

Procedural Development of the Study

Students who initially enrolled in the nursing program in September 1967, 1968 and 1969 were included in the study. The sample totalled 171, including 5 men and 166 women ranging in age from 17 to 50 years. While the number of years between completion of high school and enrollment in the program and what was done during those years certainly could have affected the success of the student, no attempt was made within the scope of this study to investigate those factors.

Reliability of the data reported may be affected by the lack of availability of information about high school class rank for some of the students. This data was available for 48 of 55 students entering in 1967, for 47 of 53 students entering in 1968, and for 52 of 63 students entering in 1969.

Significant Findings of the Study

An analysis of the data involved in the study indicates that:

1. While more than half of the students enrolled in the nursing program at ECC came from the upper half of their high school class, a significant number were also drawn from the lower half of their class.
2. The percentage of students from the lower half of the high school class who enroll in the nursing program was less than the comparable percentage enrolled in the total ECC freshmen class.

3. Students drawn from the lower quartiles of the high school class tend to have a greater academic failure rate and to achieve a lower cumulative grade point index than do students drawn from the upper quartiles when enrolled in the nursing program at ECC.

4. Of the students involved in the sample, approximately 24.5 percent were known to have graduated from high school in the upper quartile of their class, 26.1 percent in the second quartile, 24.1 percent in the third quartile, 11 percent in the lower quartile. The class rank of the remainder (13.9%) was unknown.

5. No students who graduated in the upper quartile of their high school classes had experienced academic failure at the community college.

6. 91.7 percent of the 1967 class who were in the upper quartile of their high school class graduated from the nursing program while one-third of the lower quartile students did. Other graduating percentages were: second quartile (70.5%) and third quartile (53.8%).

7. The mean cumulative G.P.A. of upper quartile students of the 1967 class who graduated was 2.84 percent while the lower quartile students earned a 2.5 percent G.P.A.

8. The mean cumulative G.P.A. of the class starting the program in 1968 was as follows: Upper quartile 2.68 percent, second quartile 2.73 percent, third quartile 2.17 percent, and lower quartile 2.00 percent.

9. Two-thirds of the entering nursing class of 1967 who were lower quartile students were academic failures as were 40 percent of the 1968 lower quartile group.

10. Slightly more than one-third (37.5%) of the lower quartile students in the 1969 class experienced failure in their first nursing course.

Degree: None (independent research)

DIFFERENCES BETWEEN THE PERSONAL VALUES AND INTERPERSONAL VALUES OF SENIOR NURSING STUDENTS IN THREE TYPES OF NURSING PROGRAMS

Mary Ann Kedzuf
1970

Statement of the Problem

This study was directed toward identification of the personal and interpersonal values of students from the three educational levels of nursing and the possible differences between these levels. Nursing offers to its students three levels of educational programs to prepare them for registration which will certify to their ability to function as professional nurses. Although registration is the basic aim, the differentiation in the three educational levels resides in their total objectives.

The problem which arises at this point is the inability of the profession to effectively counsel individuals into the educational level which is best suited to them. The educational programs in nursing have developed as separate entities rather than transferable units which would allow students to move easily from one educational level to another. It is therefore important for students to make their initial entry into nursing by enrolling in the type of program best suited to their present abilities and future career interests.

Procedural Methods of the Study

The sample used in the study consisted of a total of ninety-eight graduating student nurses. The students were categorized into three groups. The first group was from Northern Illinois University, which offers a four year program. It consisted of the twenty-eight graduating seniors. The second group was from Rockford Memorial Hospital School of Nursing, which offers a three year program. It consisted of the thirty-six graduating seniors. The third group was from Elgin Community College, which offers a two-year program. This group consisted of the thirty-four graduating students. Graduating students are those students designated by their repective schools as candidates for graduation.

Two instruments were used in this study. First, the Gordon Survey of Personal Values was used. This survey consists of six scales. The measurements made on this scale are Practical Mindedness, Achievement, Variety, Decisiveness, Orderliness, and Goal Orientation. Second, the Gordon Survey of Interpersonal Values which measures Support, Conformity, Recognition, Independence, Benevolence and Leadership. The data used in the study consisted of the scores earned on these scales. The data was analyzed by means of a one-way analysis of variance. This was followed by a "T" test procedure. The hypothesis which was tested stated that there is no significant difference in the values of a student who graduates from any of the different levels of nursing programs.

A description of the personal and interpersonal values studied were as follows:

PERSONAL VALUES

P - Practical mindedness: To always get one's money's worth, to take good care of one's property, to get full use out of one's possessions, to do things that will pay off, to be very careful with one's money.

A - Achievement: To work on difficult problems, to have a challenging job to tackle, to strive to accomplish something significant, to set the highest standards of accomplishment for oneself, to do an outstanding job in anything one tries.

V - Variety: To do things that are new and different, to have a variety of experiences, to be able to travel a great deal, to go to strange or unusual places, to experience an element of danger.

D - Decisiveness: To have strong and firm convictions, to make decisions quickly, to always come directly to the point, to make one's position on matters very clear, to come to a decision and stick to it.

O - Orderliness: To have well-organized work habits, to keep things in their proper place, to be a very orderly person, to follow a systematic approach in doing things according to a schedule.

G - Goal Orientation: To have a definite goal toward which to work, to stick to a problem until it is solved, to direct one's efforts toward clear-cut objectives, to know precisely where one is headed, to keep one's goals clearly in mind.

INTERPERSONAL VALUES

S - Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

C - Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

R - Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

I - Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.

B - Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.

L - Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.

SUMMARY OF SIGNIFICANT FINDINGS

1. Community college students in the two year program and the university students four year program exhibited no difference on the score on the Practical Mindedness Scale.

2. School of Nursing students in the three year program scored higher in relation to the other two programs on Practical Mindedness.

3. Students in the two year program scored significantly higher on the Achievement Scale when compared to students in the three year program and approached significance when viewed in relation to the four year program.

4. On the Variety Scale significance, the community college two year program students scored lower in relation to the other two programs.

5. The Decisiveness Scale showed the students from all three programs scoring about the same.

6. An approach to significance was noted on the Orderliness Scale with the three year program students scoring higher than both the two and the four year students.

7. On the Goal Orientation Scale, students in the two and the four year programs did not differ from each other.

8. The three year program students on the Goal Orientation Scale scored significantly lower in relation to the other groups.

9. On the Support Scale, although no significant difference existed between groups, it was interesting to note that the students from all three programs scored higher on this scale than they did on any other.

10. The Conformity Scale showed the two year program students scoring significantly higher than both the three and the four year program students.

11. On the Recognition Scale, significance was approached when viewing the two year program in relation to the three and the four year programs with the two year program scoring higher.

12. A significant difference was noted between the three year program students and the two year program students on the Independence Scale with the two year program students scoring significantly lower.

13. On the Independence Scale, the two year program students scored significantly lower than the four year program students.

14. On the Benevolence Scale, the same phenomenon occured as was observed on the Support Scale. No significant difference existed between groups, however all three programs scored as high on this scale as on the Support Scale.

15. The Leadership Scale, although not significant, did show some interesting relationships. The students in the four year program scored highest, the students on the three year program followed, and the students in the two year program scored lowest.

No degree: (Independent Research)

A STUDY OF CHARACTERISTICS OF 197 STUDENTS WITH LOW GRADES AT ROCK VALLEY COLLEGE,

FIRST SEMESTER, 1969-70

Charles E. Lawson
1970

Statement of the Problem

Roueche states that one of the most pressing problems facing the community college is that of evaluating the accomplishments of students who drop out prior to completing a program of instruction. This study was to investigate several characteristics of 197 students whose grade point average (GPA) for the first semester of the 1969-70 school year at Rock Valley College, Rockford, Illinois, was below 1.00 on a 4.00 scale. These 197 students were carrying ten or more semester hours.

The characteristics of the 197 students studied were as follows:

(1) Curriculum enrolled in.

  A. Transfer -- characterized by enrollment in English 101 or 103 and/or liberal arts type subjects - 130 students were in this group in the study.
  B. Transfer (Remedial) -- characterized by enrollment in English 90 or 98, Reading 99, Biology 100, and Social Science 100 as part of total subjects carried. There were 34 students in this group.
  C. Career -- characterized by English 100 and/or Business, Data Processing, or technical type courses and other courses leading to employment; 33 students made up this group.

(2) Semester hours earned to those attempted, Fall, 1969.

(3) Fall, 1969, grade point averages.

(4) Cumulative semester hours earned to those attempted.

(5) Cumulative grade point average earned at Rock Valley College.

(6) High School class rank by quartiles.

(7) American College Testing (ACT) comprehensive scores.

(8) Eligibility of students at time of high school graduation to enter Northern Illinois University.

Procedural Methods of the Study

Data processing tabulation sheets for the first semester of the 1969-70 year were checked to select those students who carried at least ten semester hours and whose semester grades were below 1.00 on a 4.00 scale. The tabulation sheets were also used to gather data regarding cumulative hours earned and attempted, and cumulative grade point averages earned at Rock Valley College. Microfilm student cards were then read for the 197 students in the study to determine ACT comprehensive scores and class rank by quartiles. Statistics were broken down by curriculum wherever possible, the three curriculum areas being designated transfer, transfer remedial, and career.

Significant Findings of the Study

1. Of the 173 students involved in the sample for whom there were high school class ranks available, 43.5% were in the first (lowest) quartile, 34.1% were in the second quartile, 16.5% were in the third quartile, and 5.9% were in the fourth quartile.

2. The means of quartile class rankings of transfer and career students were both very near the median rank (Transfer 1.92 - Career 1.93) of their graduating classes. The transfer remedials, as expected, ranked somewhat lower (1.67) but averaged considerably higher than the bottom quartile where one might expect to find the remedial student.

3. The transfer students involved in this study averaged 19.7 in their ACT scores, which was higher than both the mean score of 18.2 for freshmen in level I colleges and the mean score of 19.3 for freshmen in level II colleges.

4. ACT scores of the students involved in the sample ranged from a low of 1 to a high of 29. Median and mode were both 20. The mean of all students in the study was 18.7. The 15.6 mean score of career students was found to be identical to the mean score for unselected high school seniors.

5. As indicated on the table below, 40 low achieving RVC students in the study met the freshman admission standards for Northern Illinois University at time of finishing high school.

NUMBER OF STUDENTS IN STUDY OF 197
ROCK VALLEY COLLEGE LOW-ACHIEVING STUDENTS,
FALL SEMESTER, 1969-70, ELIGIBLE TO ENROLL
AT NORTHERN ILLINOIS UNIVERSITY

Curriculum	ACT Score of 24 or above	ACT Score of 21 or above and Rank Upper 1/2 in H.S. Class	ACT Score of 19 or above and Rank Upper 1/3 in H.S. Class
Transfer	26	11	0
Transfer (R)	0	0	1
Career	0	1	1
TOTALS	26	12	2

6. Not one of the 197 students in the study completed all of the hours attempted.

7. Of the 197 students involved in the study, 74 (37.6%) had been previously enrolled at R.V.C. prior to the study. The percentage of hours earned by these students compared to hours completed was as follows: Transfer students - 64 percent, transfer (remedial) - 39 percent, and career - 56 percent.

8. The 74 students who were previously enrolled at R.V.C. had considerably higher grade point averages than those who were enrolled initially for the fall semester, 1969-70.

9. The study tended to show that the low-achieving students have some characteristics in common with higher-achieving students. ACT scores and high school class ranks of these low-achieving students were not appreciably different from those of higher-achieving students. The study suggests that achievement involves more than academic aptitude.

Degree: None (Independent research)

A SURVEY OF PROFESSIONAL COMMUNITY COLLEGE MATERIALS IN SELECTED NORTHERN ILLINOIS COMMUNITY COLLEGE LIBRARIES

Nancy Noon Peterson
1970

Statement of the Problem

Each member of any community college staff needs to have ready access to professional materials, including books, periodicals and special studies dealing with the community college. This study is intended to explore the depth of holdings of professional community college materials in the libraries of selected community colleges in northern Illinois.

Procedural Development of the Study

1. A check list of appropriate and representative materials was prepared. The check list was sent to 15 public community college librarians. Twelve (80%) check lists were completed and returned.

2. The check list included the names of six periodicals or newsletters appropriate for Illinois Community Colleges, twenty-two books or monographs that were considered representative by experts in the field, and additional special materials related to Illinois Community Colleges that were published by the Illinois Junior College Board, the University of Illinois, Illinois State University, and Northern Illinois University.

3. Both old and new community colleges were contacted for this study with founding dates ranging from 1902 to 1968. Enrollments ranged from 518 to 4,605.

Findings & Conclusions

1. All of the responding librarians reported that their institutions received the Junior College Journal. This was the only unanimous response in the study.

2. Ten (83.3 per cent) libraries received Occupational Education Bulletin, eight (75 per cent) received ERIC: Junior College Research Review, and six (50 per cent) received Comprehensive-Community College Bulletin. The Junior College Student Personnel Services (newsletter) and Business and Industry Community College Council (newsletter) were on file in one library.

3. A total of 15 additional periodicals were mentioned as available to staffs in community college libraries, 10 in the area of occupational education and 5 pertaining to personnel services. Listed most frequently were Personnel and Guidance Journal (33.3 per cent), Industrial Arts and Vocational Education (25 per cent) and Occupational Outlook Quarterly (16.6 per cent).

4. Of the 22 books included on the check list, holdings in the libraries sampled ranged from 20 to zero. The mean number of the books listed per library was 9.5 and the median was 10.

5. The library which reportedly had none of the listed books was located in a small college which opened in 1968. However, two other colleges which started in 1968 were included in the survey. One of these reported having nine of the listed books and the other reported eight.

6. Leland Medsker's The Junior College was the most frequently checked book, with 91.6 per cent of the sampled libraries indicating that it was in their collections. Two books were checked 10 times each (83.3 per cent). These were American Junior Colleges, edited by Edmund J. Gleazer, Jr., and The Two-Year College: A Social Synthesis, by Blocker, Plummer and Richardson.

7. Nine (75 per cent) of the libraries had Burton R. Clark's The Open Door College: A Case Study, and nine also had The Community Junior College by James W. Thornton.

8. Eight (66.6 per cent) of the libraries had copies of the 1969 edition of the Junior College Directory (a standard item).

9. This is the Community College by Edmund J. Gleazer, Jr. and The Junior College Library by B. Lamar Johnson each were reported by seven librarians (58.3 per cent). The latter would seem to be a necessity for a community college library.

10. Books checked by 50 per cent of the libraries sampled were Technical Education in the Junior College by Norman C. Harris and Islands of Innovation by B. Lamar Johnson.

11. All other books in the survey were mentioned five times or less. Each was mentioned at least once.

12. The most commonly held of the special publications were NIU's Proceedings from the third annual Community College Conference, 1966, and Selected Papers from the Community College Conferences, 1967-1968. Each was checked by 41.6 per cent of the libraries. The latter collection should be of special interest to librarians as it contains five papers on the subject of multi-media centers.

13. All the other special publications were checked at least once, with the exception of ISU's In-Service Faculty Seminars, which not a single library reported having.

14. The results of this study indicate that all of the libraries surveyed could stand improvement in their collections of professional community college materials. For instance, one library had a fine book collection but none of the special university publications. Another had all the NIU Proceedings and Selected Papers and a fair book collection, but received few of the professional periodicals.

15. In most cases, it probably will not prove practical to gather all community college materials into a special collection, although a University of Minnesota paper by Kenneth W. Oosting and Vernon L. Hendrix (1967), makes an eloquent plea for such a collection.

16. It will suffice for most libraries to place community college materials where they would normally be located, the periodicals alphabetically with the other periodicals and the books shelved in normal order of classification. Most of the books will be brought together, or nearly together, under Library of Congress LB 2328 or Dewey 378.154. The special materials may present a problem. Most of them are 8-1/2 x 11 inch size with heavy paper covers. They can, of course, be placed in pamphlet binders and catalogued as books. Another method is to shelf community college materials in a pamphlet box, marked with appropriate label and classification number.

17. No matter what system is used, it is suggested that the faculty and administrative staff be aware that this material is available for their use. Notice of new acquisitions could be included in a staff newsletter, or, a duplicated list of professional materials could be distributed to the staff, and to new people as they are hired.

Degree: None (Independent research)

A COMPARISON OF TWENTY ONE PUBLIC JUNIOR COLLEGES IN ILLINOIS WITH SOME AMERICAN LIBRARY ASSOCIATION STANDARDS

Ethel B. Apple
1969

Statement of the Problem

The purpose of this study was to determine the extent to which certain public junior college libraries in the State of Illinois meet certain standards proposed for them by the American Library Association. More specifically the study hoped to identify library areas most in need of upgrading to meet these standards and be in a position to give adequate service to both students and faculty.

Procedural Development of the Study

To avoid burdening librarians with an additional questionnaire, statistics were taken from Appendix A, Report of the Library Committee, Master Plan Phase III, State of Illinois Board of Higher Education, June 1969. Because of discrepancies and inconsistencies in reporting, the Chicago City Colleges and several others, mostly those just setting up operation, were omitted. Twenty one colleges were used. These figures were then compared to the American Library Association Standards to obtain the findings for the study.

Significant Findings of the Study

1. Sixty-five percent of the community college libraries met the minimum ALA standard of allocating five percent of their general education budget for library expenditures. However, it was difficult to ascertain whether or not the allocations were specifically for library use and did not involve audio-visual expenditures. It was also difficult to ascertain whether or not the libraries involved could be characterized as "established."

2. Parkland College allocated the largest budget percentage (12.8%). It also had the highest expenditure per student headcount ($84.62) and F.T. E. student ($131.99).

3. Joliet had the lowest student headcount and F.T.E. student expenditure for library ($9.91) and (14.60).

4. Thornton allocated the lowest budget percent of their general education budget (2.1%) of the community colleges sampled.

5. One college, Morton, met the ALA standard for volumes per student with 21,840 total volumes and 11.4 percent per F.T.E.

6. Although below ALA minimums for the basic collection, the following community colleges were above the standards for volumes per F.T.E.: Highland (20.2%), Rend Lake (16.2%), Sauk Valley (16.1%), and Southeastern (11.8%).

7. Carl Sandburg had the smallest collection per F.T.E. with 3.6 percent volumes per student and the smallest collection of periodicals (62).

8. College of DuPage had the largest periodical collection with 531. The sample average was 244.

9. No college met the standard for seating space of 25 percent of F.T.E. Rend Lake had the most (18.7 percent) and DuPage the least (2.2 percent).

10. Eight colleges met the ALA standard of space per staff member. These institutions were:

Carl Sandburg	133.0 sq. ft.
Danville	612.2 " "
Kaskaskia	192.0 " "
Lake Land	255.0 " "
Morton	247.5 " "
Rend Lake	298.5 " "
Sauk Valley	250.0 " "
Wabash Valley	260.0 " "

11. Sixteen schools met the minimum staff requirements of two professionals and one non-professional for up to 500 students.

12. Five schools had only one professional librarian.

13. Thornton had the highest student/staff ratio at 1,230.7.

14. There was no one community college consistently at either the upper or lower extreme in all standards.

Degree: None (independent research)

A STUDY OF THE OPINIONS OF THE STAFF OF THE COLLEGE OF LAKE COUNTY IN REGARD TO THE PHILOSOPHY OF THE COMMUNITY COLLEGE.

George Twardy
1970

Statement of the Problem

The purpose of this study was to examine the staff of the College of Lake County relative to the philosophies held by the individual members relating to the functions of the community college. This study attempted to ascertain:

A. How the position on the staff, administrative, full-time, or part-time, affected the individual's attitude toward the community college.

B. How one's teaching experience at the college level affected their philosophy of teaching at the community college.

C. How the age of the staff member relates to the position they take on the community college and its function.

D. Whether or not male and female staff members hold differing views on the function of the community college.

E. Whether or not staff members, with some credit in college course work dealing with the philosophy of the community college, differ from those staff members with no such experience in their attitudes toward the community college function.

Procedural Development of the Study

A questionnaire was distributed to each member of the staff at the College of Lake County. They were asked to fill in the qualifying characteristics that aided in group differentiation and also to answer the ten statements in regard to the philosophy of the community college. The characteristics asked for were:

1. Teaching position held
2. Age
3. Sex
4. Undergraduate major
5. Undergraduate minor
6. Graduate major
7. Highest degree earned
8. Semester hours of credit earned in community college course work
9. Community College teaching experience
10. Number of community college classes now teaching
11. Total number of students that this teaching involves

The ten questions or statements that each staff member was asked to respond to were:

I use attendance in class as a factor in determining the final grade.

I favor open-door policy on admissions in furthering the educational opportunity for all individuals in the community.

I feel that the tuition fees are fair and do not hinder anyone seeking admission.

The location of this college makes it accessible for students in the community.

The comprehensive nature of the course offerings allows each student to develop his area of specialization, be it in college parallel, career, or community service.

I would favor a forgiveness policy in regard to the "F" grade, whereby the "F" would be erased from the record if the student passes the course the second time.

I would favor the elimination of the 16-20 semester hours of general education for the Associate of Applied Science program and thereby allow the student to further develop in his area of specialization.

I favor the increase in the number of certificate courses and programs in order to provide additional opportunity for those wishing to develop a skill within a short period of time.

I feel the members of the faculty would be willing to provide more out-of-class time to further guide, counsel, and direct students in educational aspirations.

I would favor a community college policy where publish or perish would not be used to determine teacher competence as a member of the staff.

Each staff member was asked to answer to these statements as they felt these were facts pertinent to their specific community college.

Significant Findings of the Study

The data compiled from the responses revealed the following information relative to the staff of the College of Lake County:

A. The staff broke down into these percentages in regard to their academic training -

11% possessing the doctorate degree
11% with the masters degree plus additional credit
63% masters degree
10% bachelors degree
5% no degree

B. One-third of the staff used class attendance as a factor in determining the student's final grade.

C. Only seven percent of the staff felt that the community college teacher should be responsible for some published research.

D. The administrative staff was in complete agreement with the ideal as far as the philosophy and the function of the community college was concerned.

E. Fifty percent of the administrative staff was in favor of removing the general education requirements for some of the students.

F. Fifty percent of the administration was of the opinion that the college was not comprehensive enough for all students. Twenty-five percent of the teaching staff had this opinion.

G. The full-time staff was more receptive to the open-door policy. Ten percent of the full-time and twenty percent of the part-time staff did not agree with the open-door policy.

H. Only two percent of the staff feel that the location of the college hindered attendance.

I. Twenty-five percent of the part-time staff and sixteen percent of the full-time staff were not in favor of the forgiveness policy on grades.

J. Fifty percent of the full-time and thirty-three percent of the part-time staff said that they would not be willing to spend more time in the guidance of students.

K. The female staff was more conservative in terms of the forgiveness policy than was the male staff members . One-third percent of the female members said "no" to this idea.

L. The younger staff members did not adhere to the philosophy of the community college as closely as did the older staff members. The open-door policy, the forgiveness policy, and the idea of more guidance time spent with students were all areas where the younger staff said "no" by a markedly greater percentage.

M. The younger staff, however, was also more critical of the college's relatively high tuition as well as its lack of comprehensiveness.

N. Of those on the staff who had some college teaching experience 25% said "no" to the forgiveness policy, 50% said "no" to the possibility of more guidance time with students and 50% favored the removal of the general education requirements for some of the students.

O. The staff members with some academic work in the area of the community college did show a marked difference in their thinking in regard to the function of the community college. This group was more receptive to the ideas of the open-door policy on admissions, the forgiveness policy on grades, and they, as a group, tended to be student-oriented for they expressed a willingness to spend more time in the guidance of students.

A STUDY OF THE CHARACTERISTICS OF THE FRESHMAN STUDENTS OF THE COLLEGE OF LAKE COUNTY

George Twardy
1970

Statement of the Problem

The purpose of this study was to examine the characteristics of the freshman class at the College of Lake County relative to purpose of the community college in meeting the needs of these students. The study attempted to ascertain:

A. How might student performance on ACT be interpreted to better define student academic success at the college.

B. How might the college respond, academically, to provide for these students.

C. How factors, other than ACT scores, might be used to better measure student success at the college.

D. How motivation, self-realization, and realistic goal aspiration affected student performance at the college.

E. How student self-assessment of their previous high school record determined their thinking in terms of future college work.

F. How student interests, educational and social, might help college officials provide a curriculum in keeping with student needs.

G. How students view the role of the college in helping them fulfill their function in society.

Procedural Development of the Study

Data for the study was collected from the ACT inventory sheets. Information submitted by the students was used to categorize various factors that might aid the college in determining the needs of the students.

Significant Findings of the Study

The data compiled from the inventory sheet revealed the following information on the characteristics of the freshman students at the College of Lake County:

1. Only ten percent of the students were involved in any type of honors program in high school. However, fourteen percent expressed an interest in being enrolled in an honors program in high school.

2. Two-thirds of the students indicated they would have an automobile available to them while attending college.

3. One-half of the students indicated they would need some financial assistance when continuing their post high school education.

4. Two-thirds of all students indicated a need for assistance in either reading, writing, or math. One-fourth said they needed assistance in all three areas, 25 percent in choosing a major, 20 percent in improving study skills.

5. The degree aspirations indicated by the entering students (according to percentage) were as follows: Associate Degree (42 percent), Bachelors Degree (40 percent), Masters Degree (17 percent), and doctorate (one percent).

6. Ninety percent of the students indicated an interest in student activities participation. Fifty percent were interested in sororities or fraternities; thirty percent in either music, writing or student government; twenty percent in debate, acting, art or political group, and five percent in religious club participation.

7. The students rated themselves as very low in athletic skills and relatively low in the possession of any significant practical skills.

8. The majority of the students were in the lower half of their class in terms of class rank. The range in class rank was from the upper ten percent to the lower ten percent. The student high school rank ranged from two in a class of 450 to 270 in a class of 280. Fifty percent of the students were in the 40-49 percentile of their graduating class.

9. Eighty percent of the group viewed themselves as very low in leadership skills. Fifty percent saw themselves as possessing high musical ability.

10. Based on their high school performance the students rated art, science, or writing as areas of either very high or very low achievement. Two-thirds of the students rated their development in the area of speech as very low.

11. The composite ACT score average was 18.13 for the students. The range of percentiles on the ACT was 1-96. The average ACT score in English - 17.32; Math - 18.96; Social Science - 17.76; and Natural Science - 18.48.

12. The range of actual ACT scores for individual students was as high as 27, 29, 28, 29 for one student and as low as 7, 4, 7, 4 for another.

13. Of the total population, two-thirds were male and one-third was female.

Degree : None (Independent research)

A STUDY OF COMMUNITY COLLEGE ACADEMIC PROGRAMS IN CORRECTIONAL INSTITUTIONS IN SELECTED STATES

Neal MacDonald
1970

Statement of the Problem

The purpose of this study was to survey academic and other activities carried on by junior colleges in correctional institutions in the area of inmate education programs and employee professionalization.

Procedural Development of the Study

A twenty-one item questionnaire was sent out to 68 male prisons and reformatories throughout the country. Female correctional institutions were not included, because their population turnover is much faster than the male institutions, the average IQ is about 10 points lower than the male penal population, and there are only 22,000 women in prison as opposed to 260,000 men.

The institutions involved in the study were selected from the National Directory of Correctional Institutions for 1968. The states used in the sample were Illinois, Indiana, Iowa, Michigan, Missouri, Pennsylvania, New York, New Jersey, Connecticut, California and Washington.

The questionnaire was designed to discover if the correctional institution used junior college faculties and to what extent, the methods of instruction used (TV classes or live instruction), the number of courses offered, the length of time programs had been in existence, and an estimated evaluation of these programs. Also asked was a dropout estimate, transfers (upon parole), type of course offerings, title of associate degrees offered (if any), extent of remedial programs provided by the junior colleges or the institution, and the extent to which prison officials are used as liaison personnel with the junior colleges. Fifty-four of the sixty-eight questionnaires were returned.

Significant Findings of the Study

1. Of the fifty-four questionnaires returned, thirty-seven of the institutions had some affiliation with a community college either in

connection with an inmate program or an employee professionalization program or both. Thirty-four of the thirty-seven institutions offered inmate classes through junior colleges, while sixteen of the thirty-seven offered employee programs. Thirteen out of thirty-seven offered programs for both employees and inmates.

2. The courses offered by junior colleges for employees of correctional institutions were pertinent to penal programs, (Criminology, Backgrounds in Juvenile Delinquency, Education in Criminology, Modern Penology, History of Corrections, Criminal Psychology, etc.)

3. California, New York and Illinois prisons offered terminal or associate degrees in this area for employees.

4. Associate degree titles used in these programs were Correctional Administration, Criminology, Correctional Education, and Corrections and Law Enforcement.

5. The State of Illinois reimbursed employees for one three-hour course a semester and offered sabbatical scholarship programs.

6. The most common field for associate degree offerings was in liberal arts.

7. Eight prisons offered terminal vocational certificates through junior colleges.

8. Kirkwood Community College of Cedar Rapids, Iowa, was negotiating with the Bureau of Corrections of Iowa as of July 1, 1969, to merge the Educational Staff of Iowa State Men's Reformatory with that of the community college.

9. Television offered courses was the most frequently used technique of teaching college classes to prison students. Twenty-seven institutions used this technique while twenty-one prisons used regular classroom procedures.

10. Most lower level (elementary school) academic programs were found to be taught by inmates because of low financial costs.

11. California junior colleges offered more cooperative programs with correctional institutions than any other state.

12. The Chicago City College cooperative program in this field was found to be oldest in existence (1958). California community colleges had been active in this field for seven years (1960), and New York for six (1961).

13. Only two correctional institutions offered remedial academic programs under junior college supervision.

14. The dropout rate for all inmate classes according to state ranged from 55% in New York to 10% in Missouri. The mean rate was 37%.

15. The Missouri State Penitentiary for Men claimed only a 10% dropout rate in their junior college courses, but they had only 16 inmates enrolled. The Clinton Prison in New York had the highest (75% dropout rate for an individual institution.

16. All correctional institutions affiliated with junior colleges had designated liaison personnel. In all cases except two these were institutional educational directors and those two were chaplains.

17. Of the 54 correctional institutions returning the questionnaire, 12 rated their junior college programs as excellent, 14 rated the programs as good, seven were rated as adequate, two as poor, and three did not evaluate.

Degree: None (independent research)

A STUDY OF THE GENERAL STUDIES PROGRAM AT WAUBONSEE COMMUNITY COLLEGE 1968-69

James G. Pilcher
1970

Statement of the Problem

The General Studies Program at Waubonsee Community College was initiated in the Fall semester of 1968-69. The purpose of this paper was to examine the selection process of the General Studies Program, the program's effectiveness based on the student's success in advanced courses, and the role played by the student personnel services in the program.

Procedural Development of the Study

The data used in this study was obtained from records furnished by the student personnel services unit at Waubonsee Community College. In particular, the statistics for the ACT scores, the high school rank, and the grades achieved at Waubonsee were utilized for this study of the students enrolled in the General Studies Program.

Significant Findings of the Study

1. The criteria for placement within this program was based on the following scale which was used for all beginning freshmen:

Program	Class Rank Percentile
Transfer	36-99
Occupational	11-35
General Studies	1-10

In so doing, Waubonsee incorporated the philosophies of the "open-door" and of the "closed-curriculum" community college.

2. Forty-eight students were enrolled in the program during its first semester of operation, although some of the students who qualified as "occupational" volunteered for the General Studies because they did not want to be in the vocational program.

3. The student personnel services staff screened the applications according to the criteria listed above and the Director of Counseling served as one of the instructors in the program.

4. The course requirements for the Certificate of Achievement in the General Studies Program were as follows:

First Semester		Second Semester	
English 031	3 hrs.	English 032	3 hrs.
English 045	2 hrs.	Natural Science 030	3 hrs.
Sociology 030	3 hrs.	Psychology 032	1 hr.
Psychology 031	1 hr.	Electives	5-9 hrs.
Electives	3-7 hrs.		

5. The instructors of the program courses and the Dean of Instruction comprised the General Studies Committee which met weekly for a continuing evaluation of the program and its participants. The basic premise was that a concentrated effort was to be made to elevate students of a limited ability to a level comparable to that of the other beginning freshmen.

6. A comparison of state, WCC, and WCC General Studies students admitted Fall 1968 on American College test standard score means were as follows:

	Standard Scores Mean			National Percentile Ranks College Bound High School Seniors		
	State	WCC	G.S.	State	WCC	G.S.
English	16.8	17.1	11.3	32	32	9
Mathematics	16.2	17.7	13.4	32	44	17
Social Science	17.9	19.0	12.4	32	38	12
Natural Science	18.3	19.2	13.0	36	41	13
Composite	17.4	18.4	12.1	30	36	8

7. As indicated by the ACT scores, the General Studies students scored lowest in the area of English. Consequently, the emphasis on English-related courses was justified in the organization of the curriculum. These courses stress the communication skills of reading, writing and speaking.

8. The highest ranking were in the area of mathematics for which no special course was designed thereby allowing the student some choice for additional elective courses.

9. Special mention must be given to the two psychology courses which might well be looked upon as the keystone for the entire program. These courses provide the student through group discussion and testing with insights related to self-understanding, decision making, study skills, and occupational direction. The course is taught by a counselor so that the close relationship between the General Studies Program and the student personnel services is maintained throughout the program's duration.

10. Of the 48 individuals (37 male and 11 female) who started the curriculum, 37 or 77 percent (27 male, 10 female) completed the sequence during the 1968-69 school year.

11. The accumulative GPA of the 1968-69 General Studies students during the academic year 1969-70 was 2.02 on a 4.0 scale.

12. Student personnel services played a vital role in selecting students, instructing courses, serving on the General Studies Committee, and in recording data for the General Studies Program.

13. After the first year's experience some changes were instituted in the General Studies Program as listed below.

    A. The addition of a degree program in general education attracted similar students who the previous year had not wanted an occupational program and thus had voluntarily enrolled in the General Studies Program.
    B. For placement purposes, ACT scores were used in conjunction with the high school rank, but only if the ACT score would raise the student's position.
    C. Electives were no longer restricted so that any course may be selected for this purpose.
    D. Effective for the Fall semester, 1970, any student may test out of the program at its outset or before the first semester is completed at the discretion of the General Studies Committee.

Degree: None (Independent research)

A JUNIOR COLLEGE ORIENTATION PROGRAM - AN APPRAISAL

Noel F. Adams
1970

Statement of the Problem

Psychology 100, an orientation class, is part of the general education requirements of the college and the course is required of all entering freshmen and transfer students entering upon probation. Most students enroll in Psychology 100 during the first semester of attendance. This study was concerned with the effectiveness of the orientation program as was taught during the fall semester, 1969, at Sauk Valley College. The study was concerned with three areas of evaluation as perceived by the participants: (1) Self-growth and understanding, (2) counselor effectiveness, and (3) effectiveness of orientation as an integral part of the curriculum.

Procedural Methods of the Study

The subjects in this study were participants in the orientation classes taught the first eight-week term of the fall semester, 1969, at Sauk Valley College, Dixon, Illinois. Psychology 100 was offered for two eight-week terms. Students registered for the two terms at random.

The subjects were scheduled to meet for a two hour period once a week for eight weeks. Upon completion of the course, the subjects received one semester hour of credit with a letter grade ranging from "A" to "C".

Approximately eighty subjects chose an option of participating in a mini-marathon. A mini-marathon consisted of a block of time scheduled for four to six hours duration, rather than the scheduled two hours. The mini-marathons were scheduled during the evening and the time spent was deducted from the required sixteen hours of class time.

An anonymous questionnaire was filled out by the participants during the last class period for evaluation purposes. The questionnaire asked the participants to rate their reaction to each question according to the following scale: (1) Tremendously, (2) a great deal, (3) moderately, (4) just a little, and, (5) not at all. One hundred and seven questionnaires were collected from a total of one hundred and fifteen participants.

Significant Findings of the Study

The following questions were asked and data tabulated to evaluate the amount of self growth and understanding gained from Psychology 100:

1) To what extent has your ability to communicate with others been improved? Results: Tremendously, 4%; a great deal, 25%; moderately, 44%; just a little, 20%; and not at all, 7%.

   A total of 73% of the participants felt that the ability to communicate with others had been improved.

2) To what extent are you more aware of your own motivations? Results: Tremendously, 9%; a great deal, 25%; moderately, 42%; just a little, 14%; and not at all, 10%.

   Although 76% of the participants indicated that improvement had been made in becoming more aware of their motivations, results indicate this objective should be strengthened.

3) To what extent have your educational goals been clarified by your group participation? Results: Tremendously, 5%; a great deal, 20%; moderately, 23%; just a little, 19%; and, not at all, 33%.

   The results indicate the instructional format should be re-evaluated and strengthened in this area to achieve the desired instructional objectives.

4) (a) Has your friendship improved with any one or more of the participants in your group? Results: Tremendously, 33%; a great deal, 35%; moderately, 23%; just a little, 5%; and not at all, 4%.

   (b) Has your group experience enabled you to develop friendships outside the group? Results: Tremendously, 15%; a great deal, 31%; moderately, 34%; just a little, 12%; and not at all, 8%.

   The data indicates that orientation significantly assists students in developing new friendships both within and out of the classroom. It is highly interesting to note that 80% of the participants felt that Psychology 100 was helpful in developing friendships outside the classroom.

5) Do you feel it is easier now to talk about "yourself"? Results: Tremendously, 14%; a great deal, 31%; moderately, 24%; just a little, 15%; and not at all, 16%.

   Almost half of the subjects indicated significant improvement in the ability to relate about themselves. The data indicates that 30% still felt inadequate in this area.

6) Do you feel that you are more able to accept others for what they are due to your group experience? Results: Tremendously, 23%; a great deal, 38%; moderately, 25%; just a little, 8%; and, not at all, 6%.

   The data indicates that a significant number of participants were less likely to feel critical in attitude toward others and were better able to accept others for what they are.

7) Do you feel that the group sessions helped you to develop new interests? Results: Tremendously, 6%; a great deal, 12%; moderately, 40%; just a little, 29%; and, not at all, 13%.

   The study indicates that 58% of the participants felt that some new interests were developed. Due to the ambiguous nature of "interests", perhaps this question needs to be revised.

8) To what extent did the group experience help you to become aware of the effect of your behavior on others? Results: Tremendously, 21%; a great deal, 33%; moderately, 32%; just a little, 11%; and not at all, 3%.

   Study results indicate that participants in Psychology 100 gain significant new insight into the effect of their behavior on others.

9) Do you feel that you are a better "listener" due to your group experience? Results: Tremendously, 17%; a great deal, 37%; moderately, 26%, just a little, 10%; and not at all, 10%.

   The study data indicates that orientation significantly improves the subjects' ability to become a more critical listener which improves communication skills.

10) Do you feel that you will be less likely to form snap judgments or opinions of others due to the group experience? Results: Tremendously, 30%; a great deal, 23%; moderately, 22%; just a little, 18%; and, not at all, 7%.

    Results indicate a significant improvement in the ability to become less judgmental and forming unfounded conclusions toward others.

The following questions were asked and data tabulated to evaluate the effectiveness of the counselor:

1) Has your relationship with the counselor in your group changed more positively? Results: Tremendously, 31%; a great deal, 41%; moderately, 16%; just a little, 9%; and, not at all, 3%.

   The data indicates that participation in Psychology 100 significantly contributes to a more positive relationship between student and counselor.

2) Was your group counselor effective? Results: Tremendously, 44%; a great deal, 30%; moderately, 19%; just a little, 6%; and, not at all, 1%.

   Results indicate that the counselor adequately performed the assigned duties and responsibilities as a leader-participant in Psychology 100.

3) Do you feel you are able to discuss problems with your counselor on an individual basis? Results: Tremendously, 25%; a great deal, 26%; moderately, 30%; just a little, 13%; and not at all, 6%.

   Results indicate that Psychology 100 greatly enhances the ability of the counselor to communicate with students on a problem-solving basis.

The following questions were asked and data tabulated to assist in the evaluation of the effectiveness of Psychology 100 as an integral part of the curriculum:

1) To what extent do you feel that Psychology 100 can have a beneficial effect on the students of Sauk Valley College? Results: Tremendously, 36%; a great deal, 26%; moderately, 24%; just a little, 7%; and not at all, 7%.

   The study indicates that participants perceived the course to be beneficial and contributing to the educational process.

2) How strongly do you advise future students to participate in small group sessions? Results: Tremendously, 46%; a great deal, 28%; moderately, 16%; just a little, 4%; and not at all, 7%.

   The data indicates that 74% of the participants felt that Psychology 100 made a valuable contribution to the college curriculum.

3) Were the mini-marathon sessions of value? Results: Tremendously, 58%; a great deal, 32%; moderately, 5%; just a little, 2%; and not at all, 3%.

   Data results indicate that 90% of the participants felt that the mini-marathons were a beneficial form of instruction.

4) Would you like to participate in future non-credit marathon sessions? Results: Tremendously, 25%; a great deal, 25%; moderately, 23%; just a little, 7%; and not at all, 20%.

   Data indicates that the mini-marathon is perceived to be an educational activity of significant merit for the instruction of students in orientation activities.

In conclusion, the preceding data indicates that Psychology 100 was perceived by the participants to be of considerable merit in contributing toward the goals of self-understanding, communication, and facilitating meaningful student-counselor relationships. Orientation fostered positive feelings toward the college and made a valuable contribution toward faculty-student understanding.

Degree: None (Independent research)

A STUDY OF TRANSFER EXPERIENCES
OF THE 1968 SAUK VALLEY COLLEGE GRADUATES NOW
ATTENDING FOUR YEAR COLLEGES AND UNIVERSITIES

John E. Sagmoe
1970

Statement of the Problem

The purpose of the study was to examine the experiences of a selected group of Sauk Valley College graduates who transferred directly to a four year college or university. Specifically, the study attempted to compare the following areas in terms of difficulties the student experienced; first at Sauk Valley College; and second after transferring directly to a four year college or university.

The study sought comparisons in the following areas:

1. **Maintaining satisfactory grades**
2. **Meeting student competition**
3. **Taking examinations**
4. **Obtaining counseling services**
5. **Getting individual help from instructors**
6. **Becoming involved in campus activities**

The study also sought suggestions from the junior college transfer student regarding the recommendations he would make first to the junior college to help the transfer student, and second the recommendations he would make to the four-year college to help the transfer student.

Procedural Development of the Study

The study was limited to students who graduated from Sauk Valley College in June of 1968, and had transferred directly to a four year college or university the following fall semester. All students surveyed had completed a minimum of one semester of full-time study at the four year institution to which they transferred.

A questionnaire was mailed to 135 - 1968 graduates. Seventy-two percent, or a total of 97 students, returned the questionnaire. Fifty-three of these students indicated on the returned questionnaire that they

had transferred to a four year college or university and had completed at least one semester of full-time study. The other forty-four students indicated they had not transferred and will provide data for another study.

The students were also given the opportunity, through the means of an open-ended questionnaire, to make recommendations first to the junior college to help the transfer student, and second to the four year college or university to help the transfer student.

Significant Findings of the Study

An analysis of the comparative data reveals that:

1) The fifty-three students who graduated in 1968 and who were full-time students in a senior institution were enrolled in fifteen four-year colleges and universities, including eight out-of-state institutions. The rank order of the in-state institutions most frequently transferred to were Northern Illinois University, Illinois State University, Western Illinois University, Eureka College and the University of Illinois.

2) Thirty percent of the Sauk Valley College graduates indicated that they experienced more difficulty in maintaining satisfactory grades at the four year college or university than they had experienced at the community college. Fifteen percent of the group studied indicated difficulty in maintaining satisfactory grades at the community college prior to transferring.

3) Thirty percent of the Sauk Valley College graduates indicated that they experienced more difficulty in meeting student competition at the four year college or university than they had previously experienced at the community college. Only four percent of the group studied indicated difficulty in meeting student competition at the community college prior to transfer.

4) Twenty-five percent of the Sauk Valley College graduates indicated that they experienced more difficulty in taking examinations at the four year college or university than they had previously experienced at the community college. Thirteen percent of the same group indicated difficulty in taking examinations at the community college prior to transfer.

5) Thirty-four percent of the Sauk Valley College graduates indicated that they had experienced more difficulty in obtaining counseling services at the four year college or university than they had previously experienced at the community college. Only four percent of the same group indicated they had experienced difficulty in obtaining counseling services at the community college they attended prior to transferring.

6) Twenty-nine percent of the Sauk Valley College graduates indicated that they had experienced more difficulty in obtaining individual help from instructors of the four year college or university than they had previously experienced at the community college. Only two percent of the group studied indicated they had experienced difficulty in getting individual help from instructors at the community college they attended prior to transferring.

7) Twenty-eight percent of the Sauk Valley College graduates indicated that they had experienced more difficulty in becoming involved in campus activities at the four year college or university than they had previously experienced at the community college. Eight percent of the same group indicated difficulty in becoming involved in campus activities at the community college they attended prior to transferring.

8) The groups studied presented a wide range of recommendations in terms of what they recommended the community college could do to assist the transfer student in the transfer process. Specifically, these recommendations concerned the following:

   a. Advice and information regarding course requirements, especially in the area of giving examinations and assuring that the general education requirements would be met.

   b. Advice and information regarding the transfer of courses from the community college to the university and other related transfer requirements, such as applications, residency, etc.

   c. Recommended that the community college should offer those types of courses, examinations and information which would prepare them for similar experiences at the college or university.

9) The group of transfer students presented a wide range of recommendations in terms of what the four year college or university could do to assist the transfer student in the transfer process.

   Specifically, these recommendations concerned the following:

   a. The need for improved counseling services at the university level.

   b. The need for improved orientation procedures and specific information services for the transfer student.

   c. Advice and information for the transfer student regarding registration procedures.

Degree: None (independent research)

THE EFFECTIVENESS OF THE STUDENT PERSONNEL SERVICES AT SAUK VALLEY COLLEGE, DIXON, ILLINOIS, JULY 1970

Bernadine Branchaw
1970

Statement of the Problem

State master plans have delegated to the community junior college the responsibility of providing adequate and effective programs for its diverse student population. If students are to choose wisely among the many courses available at the community junior college, they must be assisted in identifying their aptitudes and abilities. If the community junior college's student personnel services are adequate in scope and quality, the student will be able to appraise himself effectively in the light of his characteristics.

The purpose of this study was to determine the effectiveness of the student personnel services at Sauk Valley College, Dixon, Illinois. The major areas of student personnel services are:

1. Admissions, registration, and records
2. Placement and financial aids
3. Student activities
4. Guidance and counseling
5. Central administrative unit

Procedural Development of the Study

The normative-survey method of research was used. Porter states that the fundamental purpose of the survey study is to "classify, generalize, and interpret groups of data so that proper guidance may be provided."

A questionnaire was developed to obtain the required information. The questionnaire was distributed to 45 selected English students enrolled in the summer session at Sauk Valley College, Dixon, Illinois. The data obtained were arranged in tables and analyzed.

1. Over one-half (53%) of the students stated they were satisfied with the assistance from the admissions office, and an additional 36 percent thought this assistance was excellent. Only 7 percent of the students were unsatisfied with the assistance from the admissions office.

2. Fifty-six percent of the students indicated they were satisfied

with the registration procedure. Thirty-three percent thought the registration procedure to be excellent. Eleven percent said it was unsatisfactory.

3. Forty-two percent of the students said they were satisfied with the orientation program; another 42 percent said they had no opinion. Only 2 percent thought the orientation program to be excellent and thirteen percent rated it as unsatisfactory.

4. Forty-seven percent of the students reported that they were satisfied with the assistance in planning programs of courses. Twenty-four percent claimed the assistance to be excellent, nine percent unsatisfactory and twenty percent had no opinion.

5. Almost half of the students (48 percent) responded that assistance in financial problems was either excellent (24 percent) or satisfactory (24 percent). Almost half of the students (49 percent) checked no opinion.

6. Reactions of students concerning the opportunity for participation in student activities was as follows: excellent was the rating given by 22 percent of the students; satisfactory, by 33 percent, forty-two percent had no opinion, and two percent said the opportunities were unsatisfactory.

7. Twenty-five of the students (56 percent) said they were satisfied with the guidance and counseling services. Eleven students (24 percent) rated this service as excellent, seven percent rated it as unsatisfactory and thirteen percent had no opinion.

No degree; (independent research)

A STUDY OF SELECTED SAUK VALLEY COLLEGE STUDENTS' ATTITUDE TOWARD THE OPEN DOOR POLICY

Sharon Fear
1970

Statement of the Problem

The purpose of this study is to determine whether selected students at Sauk Valley College were in favor of the open door policy. The major implication of the study was to see if there was a need to educate students on the function of the open door policy so that they could serve as a vehicle to reach students that the community college might serve.

Procedural Development of the Study

A questionnaire was distributed to forty-six students in three evening classes at Sauk Valley College during the 1970 summer session. One vocational class and two English Literature classes were used. The classes were representative of the typical heterogeneity of community college classes--ages ranged from 16 to 60, education ranged from high school to near college graduates.

The Lacter scale of five responses was used varying from "strongly agree" to "strongly disagree". In tabulating, the extreme responses were grouped together to form three degrees of attitude. The data was summarized in table form according to responses from each question. Separate percentages were computed for students who were in a degree program at Sauk and those who just registered for the summer session.

Summary of Significant Findings

1. No major variations were noted between the opinions expressed between students who were working for a degree from Sauk and those students who were not working for a degree relative to factors related to the open door policy. The students not working for a degree at SVC were in fact full-time students at four year universities and who have had very little immediate contact with the community college. This would seem to indicate that being away from the SVC area for the academic year has little if any influence on someone's perceptions concerning the open door policy.

2. Almost three-fourths of the selected students were in favor of admitting advanced high school students (prior to their high school graduation) who

wanted to take in-depth courses that their high school did not offer.

3. The aspect of the open door policy which received the least positive response was that of admittance of the marginal high school graduate. Only 46% of the respondents felt that a high school graduate with a "D" average should be admitted, 26% were undecided and 26% felt that such students should not be admitted to the community college. The implications of the finding are significant. This is generally considered to be one of the most important aspects of the open door policy. Yet, less than one-half of the students appear to be in agreement with it. Sauk Valley College is apparently failing to communicate to its public that it is intended to serve all high school graduates who are interested in furthering their education.

4. A substantial majority, 69%, felt that SVC should admit a student who has failed scholastically at a four-year university. Only 13% felt that this type of student should not be admitted. The difference between poorly prepared high school students and those students who have failed scholastically at a four-year university are apparently considered quite important to our respondents.

5. The respondents unamimously agreed that SVC should not restrict its enrollment to students of normal college age. This aspect of the open door policy has obviously been communicated effectively.

6. Only 11% would deny so-called "hippie types" and "long hairs" admission to SVC.

7. Whereas only 46% were willing to admit the marginal high school student, 69% would admit the student who could not be admitted to a university.

8. Exactly one-half of the respondents felt that attempts should be made to prevent the continued enrollment of disinterested students. Only 35% would agree to admit any student regardless of his motives.

9. Eighty-two percent felt high school dropouts with minimal reading and English skills and with a strong vocational interest should be admitted. The rejection of the marginal high school graduate, the lukewarm acceptance of the student who could not be admitted to a university, and the whole-hearted endorsement of the high school dropout with strong vocational interests appears to indicate confusion as to the open door policy. It seems probable that the word "vocational" used in this last question had a significant impact on many respondents.

Degree: None (independent research)

A COMPARATIVE STUDY OF FINANCIAL AND ECONOMIC UNDERSTANDINGS OF BUSINESS STUDENTS AND LIBERAL ARTS STUDENTS AT A SELECTED JUNIOR COLLEGE IN NORTHERN ILLINOIS

William P. Hapaniewski
1970

Statement of the Problem

The purpose of the study was to determine the degree of financial and economic understanding acquired by students enrolled in an Illinois junior college. More specifically the study attempted to determine by means of testing whether students enrolled in business courses achieve a significantly higher level of economic literacy than students enrolled in other fields. This study was concerned with the following questions, stated in terms of a null hypothesis:

1. There is no difference between students enrolled in business courses and those enrolled in other academic fields at Prairie State College relative to financial and economic understanding.

2. There are no differences on the basis of sex within the abovementioned group with regard to understanding financial and economic concepts.

3. The size of high school attended does not affect the students' learning and acquisition of concepts essential to financial and economic understanding.

4. The age of the student is not a factor in the understanding of financial and economic concepts.

5. The marital status of students has no effect upon the understanding of financial and economic concepts.

6. Work experience does not play a significant role in the acquisition of financial and economic understanding.

7. There is no difference between the terminal students' and the transfer students' achievement on a test of financial and economic understanding.

Procedural Development of the Study

A testing instrument was used to determine the financial and economic understandings of the junior college students. This instrument was administered to students in selected sections of English 101, Introduction to Business 101, and Cost Accounting 231. A total of fifty students were tested at Prairie State College, a community junior college. The instrument that was used in the study was designed by three faculty members from the Department of Business Education of Northern Illinois University and two graduate students to measure the student's basic business understandings in the following six areas: general business concepts, finance concepts, management concepts, economic concepts, marketing concepts and consumer concepts. Each of the six sections consisted of fifteen questions, or a total of ninety questions.

Significant Findings of the Study

1. Hypothesis 1 - There is no difference between students enrolled in business courses and those enrolled in other academic fields at Prairie State College relative to financial and economic understanding. Finding: There was a difference of 6.92 between the mean of the test scores for business students and the overall mean for all students. (Business students' mean was 49.1; industry and technology students' mean, 44.4; overall mean for total group, 42.18; liberal arts students. 36.4; and other students' mean, 35.0) Hypothesis 1, therefore, is rejected.

2. Hypothesis 2 - There are no differences on the basis of sex within the above-mentioned group with regard to understanding financial and economic concepts. Finding: Males achieved a mean score of 42.29 compared to the female achieved score of 41.83. The difference was negligible. Hypothesis 2, therefore, is affirmed.

3. Hypothesis 3 - The size of high school attended does not affect the students' learning and acquisition of concepts essential to financial and economic understanding. Finding: Although there were differences reported between large city schools of 2.32 and the overall average; and a slighter difference in mean between the suburban school and the overall average, it would be most difficult to attribute any significance to these averages because of lack of sufficient data that would be necessary to develop a significant standard deviation. Hypothesis 3, therefore, is affirmed.

4. Hypothesis 4 - The age of the student is not a factor in the understanding of financial and economic concepts. Finding: There was a difference of 5.4 between the means for those students twenty and under and those students twenty-one and over. The direction indicated by higher scores proved that older students did better on the test of financial and economic understanding than younger students. Hypothesis 4, therefore, is rejected.

5. Hypothesis 5 - The marital status of students has no effect upon the understanding of financial and economic concepts. Finding: Married students achieved higher scores on the test of financial and economic understandings than single students. Furthermore, married students achieved higher scores than the average overall total group. Hypothesis 5, therefore, is rejected.

6. Hypothesis 6 - Work experience does not play a significant role in the acquisition of financial and economic understanding. Finding: A difference existed of 7.0 between the means for those students who had no work experience as opposed to those students who had two years or more of work experience. The direction of the trend indicated that the more experience a person had, the higher he achieved on the test. Hypothesis 6, therefore, is rejected.

7. Hypothesis 7 - There is no difference between the terminal students' and the transfer students' achievement on a test of financial and economic understanding. Finding: The differences that were discerned were negligible in relationship to a student's future plans as terminal students or transfer students. Both means were within a + or - of one point from the overall average. Hypothesis 7, therefore is affirmed.

No degree (Independent research)

A COMPARISON OF THE LEVELS OF SATISFACTION OF SOME EXPERIENCES ENCOUNTERED BY CERTAIN STUDENTS IN THE COLLEGE OF BUSINESS OF NORTHERN ILLINOIS UNIVERSITY AT THE JUNIOR COLLEGE AND UNIVERSITY LEVELS

Willie O. Pyke
1969

Statement of the Problem

The purpose of this study was to compare the levels of satisfaction of experiences encountered by certain students in the College of Business of Northern Illinois University at the junior college and university levels.

Procedural Method of the Study

Fifty questionnaires were distributed among seniors in the College of Business at Northern Illinois University who had received prior education at various junior colleges. Forty-four responses were received.

The questionnaire contained eight items which were concerned primarily with teaching competencies and teacher availability for counseling and guidance regarding academic and non-academic problems. Respondents were asked to compare their levels of satisfaction for these items at the junior college with the university. The evaluation scale used allowed for ratings from very satisfactory to somewhat satisfactory, and very unsatisfactory to somewhat unsatisfactory. Also, a space was provided for no opinion or not applicable.

Summary of Significant Findings

1. The students involved in the sample were more satisfied with the opportunity to consult on academic problems with junior college instructional staff members than they were with university staff members. Sixty-one percent of the respondents indicated that they were very satisfied with the junior college performance in this area and 30 percent indicated that they were very satisfied with the university performance. Twenty percent indicated that they were unsatisfied with their opportunities to consult with their major professors at the university level and seven percent evaluated the junior college as unsatisfactory on this item.

2. Students were more satisfied with the overall quality of assistance provided by junior college professors than that provided by university

professors, Junior college ratings were as follows: very satisfactory (55%), satisfactory (34%), very unsatisfactory (2%), somewhat unsatisfactory (5%). University ratings were as follows: very satisfactory (30%), somewhat satisfactory (48%), very unsatisfactory (7%), somewhat unsatisfactory (14%).

3. The students felt that the junior college provided more satisfactory opportunities for private conferences with major professors concerning non-academic questions and problems. Junior college ratings were as follows: very satisfactory (39%), somewhat satisfactory (22%), very unsatisfactory (10%), somewhat unsatisfactory (10%). The University ratings were: very satisfactory (20%), somewhat satisfactory (25%), very unsatisfactory (14%), somewhat unsatisfactory (20%).

4. The students involved in the sample were more satisfied with the ability of junior college instructional staff members to show a genuine concern for the welfare and progress of students than they were with similar efforts of the university staff. Junior college ratings were as follows: very satisfactory (48%), somewhat satisfactory (32%), very unsatisfactory (2%), somewhat unsatisfactory (16%). University ratings were: very satisfactory (20%), somewhat satisfactory (41%), very unsatisfactory (5%), somewhat unsatisfactory (22%).

5. The students evaluation of their major professors knowledge of the subject matter tended to favor the university instructional staffs, although the majority of students were satisfied with this performance on both levels. Eighty percent of the students involved rated the university as "very satisfactory" and twenty percent rated the university as "somewhat satisfactory" on this item. The junior college ratings were: very satisfactory (66%), somewhat satisfactory (32%), and very unsatisfactory (2%). It should be recognized that on this item, university personnel were evaluated on upper division instruction and the junior colleges on freshman-sophomore instruction.

6. The student evaluation of the ability of major professors to present subject matter in a skillful manner was approximately the same for both junior college and university instructors. The evaluation of junior college instruction was: very satisfactory (32%), somewhat satisfactory (64%), very unsatisfactory (2%), somewhat unsatisfactory (2%). Evaluation of university performance on this item was: very satisfactory (30%), somewhat satisfactory (61%), very unsatisfactory (2%), somewhat unsatisfactory (7%). More than two-thirds of the students indicated that on both levels, subject matter presentation was less than "very satisfactory."

7. While students were generally satisfied with the interest and enthusiasm for the subject matter displayed by instructors on both levels, they tended to be slightly more satisfied with the junior college performance. The junior college evaluation was: very satisfactory (43%), somewhat satisfactory (52%), somewhat unsatisfactory (2%). The university

evaluation was: very satisfactory (45%), somewhat satisfactory (45%), very unsatisfactory (5%),somewhat unsatisfactory (2%).

8. Students tended to rate the ability of university professors to employ fairness in assessing grades at a lower level than they did the ability of junior college instructors. Junior college ratings on this item were: very satisfactory (45%), somewhat satisfactory (45%), very very unsatisfactory (2%). University ratings were: very satisfactory (25%), somewhat satisfactory (48%), very unsatisfactory (10%), somewhat unsatisfactory (14%).

Degree: None (independent research)

THE EXTENT OF ARTICULATION ACTIVITIES OF FOUR JUNIOR COLLEGES AS REPORTED BY SELECTED HIGH SCHOOLS

Henry F. Walderon
1970

Statement of the Problem

The purpose of the study was to determine the extent of the articulation activities of certain junior colleges by obtaining data from the directors of guidance services in area high schools situated within selected junior college districts.

Procedural Development of the Study

A questionnaire was mailed to the directors of guidance services in twenty-two suburban Cook County high schools served by Triton, Moraine Valley, Harper and Thornton community colleges. The questionnaire contained fifteen questions grouped in the following four divisions: (1) Information Area (2) Visitation Activities (3) Research and Testing (4) General

Of the twenty-two questionnaires sent, replies were received from fourteen schools, a 63.6 percent return. Four high schools in each community college district replied, except from the Thornton district from which two replies were received.

Significant Findings of the Study

1. All of the high schools involved in the sample indicated that they received catalogs and supplementary information concerning course changes, received admissions information from the community colleges, and were provided supplementary information on community college vocational/technical areas.

2. Approximately one-third (35.7%) of the high schools sampled indicated that they did not receive advanced notices of cultural events sponsored by their area community colleges.

3. Approximately seventy-eight percent of the high schools sampled indicated that they did not receive copies of institutional newspapers from their area community colleges.

4. All except one of the high schools sampled indicated that their area community colleges sent representatives to visit their high schools, and, provided tours of the community college for high school teaching staffs.

5. Approximately 85.6 percent of the high schools sampled said that community colleges provided them the opportunity to meet former students now attending the community college.

6. Approximately 71 percent of the high schools sampled indicated that their area community colleges sought opportunities to interview prospective students in their high schools, provided tours for high school students and provided information on available scholarships.

7. 42.3 percent of the high schools sampled indicated that their area community colleges did not provide grade reports on former high school students.

8. Approximately two-thirds (64.3%) of the high schools indicated a failure of the community colleges to articulate with high school subject area staffs.

9. Approximately 71.4 percent of the high schools indicated that their area community colleges did not provide them with information on their former students now in community college vocational/technical programs. Only 21.4 percent of the high schools received information on former students now in community college transfer programs.

10. The study, though limited, indicated that there was some high school-community college articulation efforts being made, however these efforts tended to be deficient in several areas.

No degree: (Independent research)

SOME CHARACTERISTICS OF THE 1969 GRADUATING CLASS OF JOLIET JUNIOR COLLEGE AND THEIR SIMILARITIES TO STUDENTS IN OTHER JUNIOR COLLEGES

Henry W. Pennymon, Sr.
1969

Statement of the Problem

The purpose of the study was to determine if any differences existed between the students at Joliet Junior College and data presented in research discussed in related literature. The specific objectives were to compare Joliet students with other student bodies in the areas listed below:

1. Student employment while in junior college
2. Marital status
3. Ratio of men to women
4. Curriculum (Transfer vs Terminal)
5. Age of students
6. Educational background of parents
7. Socio-economic background
8. Major study area (Liberal arts, voc., tech., etc.)

Procedural Development of Study

(1) Related literature was reviewed and analyzed to ascertain what the typical junior college student was like. (2) Data on the Joliet Junior College class of 1969 was analyzed. (3) The Director of Research at Joliet Junior College was interviewed to discuss the findings.

Significant Findings of Study

The findings of the study are listed in the same order as the outline of objectives. The analysis of the data obtained on the graduating class of 1969 at Joliet Junior College indicates the following:

Student Employment. Related literature indicated that the percentage of community college students who earn all or part of their college expenses ranged from 40% to 60%. The data on the 1969 graduating class at Joliet Junior College revealed that one hundred and sixty two students or 71.6% earned all or part of their expenses.

Hours worked ranged from three who worked less than five hours a week to sixteen who worked full time, forty or more hours a week. A total of one hundred twelve students (112) or 50 percent fell in the category of eleven to thirty hours worked each week.

Marital Status. Information from related literature regarding marital status revealed that about 23 percent of junior college students are married. Study data revealed that 8 percent of the Joliet sampling of 224 students were married, which was somewhat less than the norm used in Medsker's study.

Ratio of Men to Women. Resource material reviewed revealed that generally men out-number women on a three to two basis. Percentagewise, Thornton states that the ratio is most nearly 65 percent men to 35 percent women.

The data at Joliet Junior College revealed that the class of 1969 had a total of 148 men and 76 women. Percentagewise, 66 percent of the class was male and 34 percent of the class was female.

Transfer Students. Research indicates that approximately two-thirds of all junior college students declare intentions of transferring. Most authorities reviewed agreed that only about one-third actually carry out these intentions.

At Joliet Junior College, 117 students or 53 percent declared plans for transfer at the time of their graduation.

Age of Students. A total of 154 or 68 percent of the graduates of the class of 1969 were graduated from high school in 1967. The second largest group 28 or 12.5 percent graduated from high school in 1966.

Educational Background of Parents. The data from Joliet Junior College revealed that the majority of the parents fell in the eighth through twelfth grade education category. In this category, husbands and wives were parallel to each other. However, in the category thirteenth through sixteenth years of education (90 parents), 57.7 percent were fathers and 42.3 percent were mothers of students. The data also revealed that more husbands were found in the less than eighth grade education category; seventeen fathers and eight mothers of students were found to have less than an eighth grade education.

Socio-economic Background. Our findings on parent backgrounds revealed that the large percentage of parents of Joliet Junior College students were employed in the low white collar and blue collar occupations. Trades and the technician areas lead the field with a total of 54 fathers or roughly 24 percent falling in this category. A total of 40 fathers or about 18 percent were those whose listed occupation was farming. Agriculture was the second most frequently listed occupational category. Eighteen (8%) were employed as white collar or professional workers. The remaining fathers were employed in a wide span of occupations mostly in the lower white and blue collar classifications.

Major Study Area. The students were asked the following question on the questionnaire: "Did you have a major field when you entered JJC?" If the answer was in the affirmative, they were asked to list that interest field on the questionnaire. Of two hundred and twenty-four students, one hundred and sixty-six replies or 74.1 percent answered in the affirmative. Of these students, 35 percent enrolled in Education or Arts & Sciences sequences, 29 percent enrolled in terminal or transfer agriculture programs, 19 percent enrolled in terminal or transfer business related programs, 7 percent enrolled in terminal or transfer technical programs, 6 percent enrolled in terminal medical technology programs and 3 percent in home economics.

According to authorities on the subject, there is a tendency for junior college students to have goals different from the occupation of their parents, so it was natural for the large percentage of the students to strive for some of the educational fields which lead to the higher echelon professions. It was significant however, that the second largest group of students were interested in agriculture, which also ranked second as a parent occupation. The trades and technician area ranked fourth with the graduates and first as a parent occupation.

Degree: None (independent research)

A STUDY OF SELECTED COMMUNITY COLLEGES IN NORTHERN ILLINOIS TO DETERMINE THE SOURCE AND NUMBER OF REVERSE TRANSFER STUDENTS

Michael C. Heinze
1970

Statement of the Problem

The purpose of the study was (1) to discover the extent to which the reverse transfer student was enrolled in selected Illinois community colleges; (2) to determine which four-year institutions were most frequently previously attended by reverse transfer students; and (3) to ascertain what implications the findings may have for the junior colleges involved.

For the purposes of this study, the reverse transfer student was defined as: Any presently enrolled community college student (full or part-time) whose last record of academic work, before attending the community college, was at a four-year institution.

Procedural Methods of the Study

Four selected community colleges in Northern Illinois were requested to furnish information relative to:

1. The number of reverse transfer students attending the community college in the Fall of 1969.
2. The names of the four-year institutions which these students had attended prior to enrolling in the community college.

The information gathered from the survey has been analyzed in terms of its meaning based on a cursory sample of only a limited number of community colleges. Therefore, some of the data may have a unique meaning for the individual community college supplying the information.

Summary of Significant Findings

The following were among the principal findings:

1. Institutional records relative to reverse transfers and the institutions previously attended by these students were not readily available from three out of the four community colleges in the sample.
2. The percentage of reverse transfers (based on head count), making up the student bodies of the institutions studied, ranged from 4.00 percent to 19.04 percent. The mean per-

cent of the student bodies classified as reverse transfers was 12.46 percent.

3. The College of DuPage identified 1200 students, or 19.04 percent of its student body, as reverse transfers; Highland 159, or 6.65 percent; Sauk Valley 93, or 6.02 percent; and Waubonsee 92, or four percent, as reverse transfers.

4. Three of the four community colleges involved in the sample could identify the senior institutions previously attended by their reverse transfers.

5. Approximately 31.6 percent of the students identified as reverse transfers had previously attended an Illinois state university. The number and percent of these individuals according to community colleges were as follows: Waubonsee 30 (32.6 percent), DuPage 384 (32 percent) and Highland 45 (28.3 percent).

6. Proximity of a four-year institution apparently can have an influence on the number of reverse transfers sent to a given community college. Indicative of this finding was:

   a. Aurora College, in close proximity to Waubonsee Community College, sent by far the most reverse transfer students (17) to that community college.

   b. Rockford College, in close proximity to Highland Community College, sent eight reverse transfers to that community college.

7. Out-of-state colleges and universities in close proximity to community colleges may be leading suppliers of reverse transfers. For instance, Wisconsin State-Platteville sent fourteen reverse transfers to Highland Community College.

8. 84 of 159 reverse transfer students (52.2 percent) at Highland came from out-of-state four-year institutions. 27 of 92 reverse transfers (29.3 percent) at Waubonsee Community College came from out-of-state institutions.

9. Only one institution supplied figures relative to the academic standing of reverse transfer students and their previous enrollment at a four-year institution. Waubonsee Community College stated that 64.13 percent (59 of 92 students) were not in good standing at the last four-year college attended.

Conclusions

It would seem that from the results of this cursory survey, the following conclusions would be appropriate:

1. Community colleges involved in this study showed a lack of institutional research relating to reverse transfer students.

2. Community colleges involved in this survey were providing many students with a second chance to further their education. The institutional average of 12.45 percent cited earlier is well above the generally accepted belief that nationally approximately five percent of most public two-year college students had previously attended a four-year institution. Note: This percentage would be substantially higher if adult education students had not been considered in the institutional head count.

3. A surprisingly high percentage of students were reverse transfers from out-of-state institutions.

4. Guidance counselors have an obligation to research institutions (four-year) that seem to be "reverse transferring" a large number of students to their community college. This is based on the belief that each student who is accepted by an institution of higher learning has a right to expect such services as will assist him in succeeding. If a four-year institution is not providing these services, perhaps guidance counselors in high schools and community colleges have an obligation to redirect students and avoid a high percent of reverse transfers.

5. A very close relationship should be established between colleges in close proximity to the community colleges receiving the reverse transfer student, including high cost and prestige private four-year institutions which supply reverse transfer students to community colleges (exemplified by Aurora College and Rockford College).

6. Due to the large number of reverse transfer students, perhaps community colleges should take a hard look at their methods and techniques for assisting these students--including orientation procedures for these students.

Degree: None (independent research)

A STUDY OF JUNIOR COLLEGE LEVEL PLASTICS COURSES IN ILLINOIS

George Wesley Graham
1970

Purpose of the Study

The purpose of this study was to determine the status of junior college level courses related to the plastics industry in Illinois Community Colleges. More specifically, this study sought to answer the following questions:

1. To determine what plastic courses are available at the junior college level in Illinois.
2. To determine where the courses were being taught.
3. To determine if expansion of the plastic curricula is anticipated in the near future.
4. To determine the purpose of similar courses as depicted from the course description.

Procedural Development of the Study

Data for this study were obtained from the following sources:

1. Catalogs and bulletins of twenty-seven junior colleges located in Illinois.
2. Published and unpublished information from the "Society of Plastic Engineers (SPE) - Society of Plastics Industry (SPI) Education Committee".

Significant Findings of the Study

The results of the investigation were divided into several sections:

A. All junior colleges in Illinois that now have a program or sequence of plastic courses or contemplate courses in the near future were as follows:

1. Elgin Community College (Plastic Courses)	Credit Hrs.
101 Plastics - Plastics Materials in Application	3
102 In-Plant-Training	4

	Credit Hours
103 Quality Control of Plastics	3
104 In-Plant-Training	4
105 Statistical Quality Control	3
106 In-Plant-Training	4
107 Plastics Tooling	3

2. Highland Community College.

Courses to be announced.

B. Illinois Public Junior Colleges that had classes in industrial materials or processes that mentioned plastics as part of the course outline are in the following list:

	Credit Hrs.
1. Black Hawk College	
Mechanical Technology 120 (Familiarization of Materials)	2
2. Canton Community College	
Materials of Industry	3
Manufacturing Processes	3
3. Danville Junior College	
T-162M Materials of Industry	3
T-164M Manufacturing Processes	3
4. Highland Community College	
T-161 Materials of Industry	3
T-164 Manufacturing Processes	3
5. Illinois Central College	
MECTK 131-3 Materials of Industry	3
MECTK 134-3 Manufacturing Processes	3
6. Illinois Valley Community College	
103 Materials of Industry	3
105 Manufacturing Processes	3
106 Manufacturing Processes	3
7. Lakeland College	
Manufacturing Processes	4
8. Rock Valley College	
103 Materials of Industry	3
104 Manufacturing Processes	3
9. Triton College	
Materials of Industry	3
Manufacturing Processes	3

	Credit Hrs.
10. William Rainey Harper College MCD 108-01 Manufacturing Processes and Materials	3

Typical Related Course Descriptions

Materials of Industry is intended to make the mechanical technician familiar with the main materials, their properties, and their applications, It includes: basic metallurgy, ferrous metals, non-ferrous metals, inorganic non-metallic materials, wood products, plastics, and rubber.

Manufacturing Processes is designed to provide an understanding of the principles and practices of the main manufacturing processes, what they can be expected to do, how they can be used most efficiently, and what is required to evaluate them. It includes: heat treatment of metals, molding, forming, welding and joining, elements of metal cutting, principles of production, production processes, surface finishing, and special processes.

Conclusions

1. Interest in plastics education has been generated in Northern Illinois and is reflected in the plastics course at Elgin and the one starting at Highland.
2. There has been a continuing rise in plastic production, and therefore, a continuing need for knowledgeable workers.
3. Manufacturing survey courses were available and expansion of the plastic portions will help to provide more coverage.

Degree: None (Independent research)

THE KISHWAUKEE COLLEGE STUDENT; A RESEARCH SURVEY

David L. Potts
1970

Statement of the Problem

The purpose of this study was to investigate certain characteristics of freshman students attending Kishwaukee Junior College during the first semester of the 1969-1970 academic year. More specifically the study attempted to ascertain

1. When the student decided to attend a junior college.
2. Who influenced the students' decision to attend Kishwaukee.
3. The students reasons for attending Kishwaukee Junior College.
4. The education completed by parents of the student.
5. The number of students working while attending college and the number of hours worked per week.
6. The number of married students.
7. The program enrolled in by the students.

Procedural Development of the Study

The procedure used in collecting data for this research survey was by means of a questionnaire. This questionnaire consisted of eight questions designed to give information relative to the characteristics of the Kishwaukee College student. With co-operation of the Director of Student Personnel Services at Kishwaukee College 300 questionnaires were distributed to day students. Of the number distributed, 214 were returned, with one void. The sample population for the survey was made up of 146 males and 67 female students, totalling 213 valid questionnaires.

Significant Findings of the Study

An analysis of the data involved in the survey indicated that:

1. The age range of students involved in the study was from 17 to 41 years of age. Of the sample taken, 63% of the students were 18 years of age and approximately 8% were 22 years of age or older.

2. 68.5% of the students sampled were male.

3. Approximately 74% of the students were working to help meet their

educational expenses; 71% of the working students were male. The range of hours worked per week by those students was from five to sixty hours.

4. The mode or the most frequent number of hours worked by students was 25 hours per week for both male and female students. The mean for male students was 24.4 hours worked per week. The mean for female students was 19.6 hours worked per week.

5. Seventy-five percent of the students knew by their senior year in high school that they would attend college. Only 24.8% didn't know until after graduation they would attend college.

6. The students decision to attend Kishwaukee College was primarily influenced in the following order of importance:

(1) Parents	26%
(2) Counselor	23.5%
(3) One's self	20.6%
(4) A friend attending Kishwaukee	15%
(5) Teacher	5%
(6) Other influences	5%

7. The most frequently indicated reasons for choosing Kishwaukee, according to students, were

(1) Cost
(2) Proximity to home
(3) Curricular offerings in the occupational programs
(4) Reverse transfer students
(5) Not interested in a four year degree

8. The rank order of students other reasons for choosing Kishwaukee were:

(1) Small school
(2) Easier to adjust
(3) Reputation
(4) Low grades in high school
(5) Not sure of ability
(6) Draft
(7) Not accepted at N.I.U.
(8) Live and work at home

9. Of those students attending Kishwaukee, 7% were married.

10. The curricular programs in which the students enrolled were as follows:

(1) College parallel	43.6%
(2) Occupational	29%
(3) Undecided	23%
(4) Void	4.2%

11. The dispersal of students in the college parallel program were in the following fields of study:

(1) Secondary Education	32.6%
(2) Business related courses	30.4%
(3) Agriculture	16.3%
(4) Elementary and Special Education	11.8%
(5) Other	9%

12. The areas of concentration in the occupational program were as follows:

(1) Business related courses	41.9%
(2) Agriculture	24%
(3) Mechanical and Technical skills	17.7%
(4) Undecided	15.8%

13. The maximum level of attainment in the parents education was as follows:

(1) Eighth grade education	11%
(2) Some high school, yet less than graduation	11%
(3) High school diploma	52.6%
(4) Trade school	1%
(5) Some college, yet less than degree	9%
(6) B.S. or B.A. Degree	10%
(7) Masters Degree	1.4%
(8) Doctorate	5%

Degree: None (independent research)

AN ANALYSIS OF INITIAL FEES PAID BY ENTERING IN-DISTRICT STUDENTS IN ILLINOIS JUNIOR COLLEGES; FALL 1969

Lawrence S. Foss
1970

Statement of the Problem

The purpose of this study was to determine the cost of attending a public community college in Illinois for the entering student in terms of mandatory fees and tuition.

Procedural Methods of the Study

The procedure used in this study involved the use of 1969-1970 catalog statement of the thirty-five Illinois public community college districts relative to their fee and tuition charges. The information analyzed applied only to resident students of the state of Illinois and the district of the school. The study was conducted assuming that no student would receive any type of scholarship or financial aid, but would have to pay fees and tuitions as described in the catalog without reduction or waiver of fees for any reason.

The study considered basic mandatory fees required of all entering students. Laboratory fees, book fees, nurse uniform fees, etc., were not considered mandatory of all students. The fees considered mandatory were: (1) Administration fees (application) (2) Registration fee (3) Tuition fee (4) Activity fee (5) Other fees (pertinent to entrance, i.e. service or comprehensive fee).

Summary of Findings

1. Out of the thirty-five public junior college districts in Illinois, eighteen required an administrative fee. In four instances this fee was deductible from the tuition fee. The fees range from $5 to $25. In all cases, this was a one-time fee, coming at first application to the school.

2. Out of the thirty-five districts, five schools require a registration fee. This fee was determined in various ways at each of the schools involved. The range of fees for part-time students was from $4 to $15 and from $10 to $15 for full-time students. One institution charged 50¢ per credit hour as a registration fee.

3. Six junior college districts did not require any form of tuition fee. In those twenty-nine which did have a tuition fee, the range was from

$2 per credit hour to $12.50 per credit hour. The average tuition is approximately $5 per credit hour. One community college charged a $1.50 per credit hour comprehensive fee in addition to its $8.50 tuition fee. For all intents and purposes, it was charging a $10 per credit hour tuition fee.

4. Twenty-one of Illinois junior college districts required an activity fee. In most cases part-time students paid less than the full-time students. (in four cases, the fee is the same). The average for full-time students was $10, and $5.75 for part-time students.

5. Besides the above-mentioned fees, eight of the districts have mandatory fees which fail to fall into any of the other categories. They include a service fee (5 schools), test fee (2 schools), and a comprehensive fee (1 school).

6. A student entering an Illinois public junior college for the first time, taking a part-time load of three semester hours of credit, would pay a total fee ranging from $5 (Wabash Valley College) up to $45 (Kankakee Community College). The mean fee for this student would be $26.23 and the median $26.00. A full-time student taking eighteen credit hours can be expected to pay from a minimum of $10 (Rend Lake) up to a maximum of $217 (Kankakee). The mean fee charged was $105.40 and the median $113.00.

7. Fees for part-time students enrolling for nine semester hours ranged from $10 to $114. The mean charge was $59.37 and the median $63.

8. Fees for students enrolling for 12 semester hours ranged from $10 to $148. The mean fee was $77.31 and the median $86.

9. Although it is not within the scope of this paper to make value judgments, several observations can be made. In many instances, because of the excessively high fees, comparable to state universities, it seems that the idea of an "open-door policy" from a financial standpoint is not within the functioning ideology of most institutions.

Degree: None (independent research)